

AUBURN ADVENTIST ACADEMY



SELF STUDY

SELF STUDY

SELF STUDY

1986

**EVALUATIVE CRITERIA
FOR
SEVENTH-DAY ADVENTIST SECONDARY SCHOOLS**

SELF-STUDY INSTRUMENT

NAD K-12 EDUCATION CODE NO. 5020

**NORTH AMERICAN DIVISION COMMISSION ON ACCREDITATION
OF THE
BOARD OF REGENTS
GENERAL CONFERENCE DEPARTMENT OF EDUCATION**

1982

GENERAL INFORMATION

A. IDENTIFYING DATA: DATE OF EVALUATION 1985-86

NAME OF SCHOOL AUBURN ADVENTIST ACADEMY

ADDRESS 5000 Auburn Way So., Auburn, WA 98002

CONFERENCE Washington SUPERINTENDENT Nathan Merkel

PRINCIPAL Wayne Wentland BOARD CHAIRMAN Bruce Johnston

YEAR OF LAST EVALUATION 1981 INSTRUMENT/Form USED _____

B. TYPE OF SCHOOL:

Boarding Academy x Day Academy (9-12) _____ Day Academy (K-12) _____

Year School Established 1919

Number of Academies in the Conference 1

Number of Elementary Schools in the constituent territory 27

C. THE CONSTITUENCY:

Constituent Membership: 10 years ago 10,017 ; 5 Years ago 11,209 ; current 12,294

For Day Academies Only: (Supply the following information as it relates to each church.)

| Name of Church | Membership | Tithe for Last Calendar Year | School Subsidy for this Year | Number of Students in this School | Number of Students not in this School |
|----------------|------------|------------------------------------|---------------------------------------|--|--|
| | | | | | |
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Formula Used to Determine Operating Subsidies from Constituent Churches:

N/A

D. ENROLLMENT DATA

What percentage of Seventh-day Adventist youth of academy age in your constituency are currently attending a junior or senior academy? 40%

Student Enrollment: 10 years ago 635 ; 5 years ago 514 ; current 559

Projected: Next year 519 ; 5 years from now 489

Enrollment by Grades:

| | 1981-82 | 1982-83 | 1983-84 | 1984-85 |
|-------|-------------|-------------|-------------|------------|
| Grade | 4 years ago | 3 years ago | 2 years ago | 1 year ago |
| 9 | 132 | 125 | 130 | 133 |
| 10 | 110 | 117 | 137 | 123 |
| 11 | 124 | 93 | 118 | 113 |
| 12 | 118 | 100 | 97 | 104 |
| Total | 484 | 435 | 482 | 473 |

Current Student Enrollment: As of January, 1986

| Grade | Dormitory | | Day Student | | Total | SDA Students | | Non-SDA Students |
|-------|-----------|--------|-------------|--------|-------|--------------|--------------|------------------|
| | Male | Female | Male | Female | | Baptized | Not Baptized | |
| 9 | 17 | 19 | 11 | 16 | 63 | 45 | 18 | 9 |
| 10 | 39 | 43 | 20 | 13 | 115 | 94 | 21 | 9 |
| 11 | 43 | 71 | 11 | 15 | 140 | 118 | 22 | 7 |
| 12 | 44 | 45 | 14 | 15 | 118 | 105 | 13 | 5 |
| Total | 143 | 178 | 56 | 59 | 436 | 362 | 74 | 30 |

D. ENROLLMENT DATA (Cont.)

Ethnic Composition of Student Body

| | 1980-81 | 1981-82 | 1982-83 | 1983-84 | 1984-85 | 1985-86 |
|-----------------------------------|-------------|-------------|-------------|-------------|------------|--------------|
| Group | 5 Years Ago | 4 Years Ago | 3 Years Ago | 2 Years Ago | 1 Year Ago | Current Year |
| White Non-Hispanic | 374 | 344 | 281 | 324 | 322 | 414 |
| Black Non-Hispanic | 17 | 15 | 8 | 12 | 10 | 11 |
| Hispanic Surname | 14 | 7 | 4 | 8 | 9 | 7 |
| Asian or Pacific Islander | 10 | 9 | 13 | 24 | 19 | 23 |
| American Indian or Alaskan Indian | 6 | 2 | 10 | 3 | 7 | 2 |

E. STUDENT ATTRITION - Through January 7, 1986

| Reasons for Students Leaving School | Current School Year | | | Last School Year |
|-------------------------------------|---------------------|--------|-------|------------------|
| | Male | Female | Total | |
| 1. Homesickness | 1 | 2 | 3 | 3 |
| 2. Financial reasons | 1 | 1 | 2 | 4 |
| 3. Discipline | 6 | 2 | 8 | 17 |
| 4. Family problems | 1 | 1 | 2 | 1 |
| 5. Academic problems | 3 | | 3 | 3 |
| 6. Social problems | | | | 1 |
| 7. Marriage | | | | |
| 8. Death | | | | |
| 9. Illness | 1 | | 1 | 2 |
| 10. Family relocating | | 1 | 1 | 2 |
| 11. Other | 6 | 2 | 8 | 18 |
| 12. | | | | |
| TOTAL | 19 | 9 | 28 | 51 |

Give the total number of student losses for: 2 years ago 70, 3 years ago 37, 4 years ago 56, 5 years ago 77.

F. ADMINISTRATIVE AND INSTRUCTIONAL STAFF

| Name | F/P* | Administrative or Teaching Assignment | Degree | Certification Status Denominational** State Yes/No | Years of Educational Experience | Years of Experience in This School |
|-----------------|------|---------------------------------------|--------|--|---------------------------------|------------------------------------|
| Allen, Tom | F | I.A., Physics | MS | Professional yes | 10.0 | 1.0 |
| Beitzel, Pam | F | English, Writing | MA | Professional yes | 9.0 | 6.0 |
| Bushnell, Scott | F | Asst. Dean/ P.E. | BA | Basic yes | 2.9 | 2.0 |
| Crays, Laurinda | P | Library | ML | Professional yes | 31.0 | 17.0 |
| Gatchet, John | F | Library/Guidance/ Bible | M.Ed. | Professional no | 18.0 | .0 |
| Graham, Tom | F | Industrial Arts | MA | Conditional no | 8.0 | .0 |
| Gratias, Grace | F | Asst. Dean/Math/ Biology | BS | Basic yes | 2.0 | 2.0 |

* F - Full Time
P - Part Time

** Administrator
Basic
Conditional
Designated Subjects/Services
Professional
Standard

F. ADMINISTRATIVE AND INSTRUCTIONAL STAFF

| Name | F/P* | Administrative or Teaching Assignment | Degree | Certification Status Denominational** State Yes/No | Years of Educational Experience | Years of Experience in This School |
|-----------------|------|---------------------------------------|--------|--|---------------------------------|------------------------------------|
| Krenz, Hans | F | Vice-Principal/ Curriculum | M.ED. | Administration yes | 16.0 | 12.0 |
| McLean, Orin | F | Bible/Psychology | MA | Professional yes | 34.0 | 8.0 |
| Miller, Jeanene | F | keyboard | BA | Professional yes | 8.0 | 8.0 |
| Miller, Ron | F | History | ME | Professional yes | 24.0 | 24.0 |
| Minett, Dean | P | Aviation | BS | Des. S. no | 13.0 | 1.0 |
| Mitchell, Alan | F | Instruments | MA | Professional yes | 6.0 | 1.0 |
| Priest, David | F | Math, Gymnastics | MA | Professional yes | 21.0 | 13.0 |

* F - Full Time
P - Part Time

** Administrator
Basic
Conditional
Designated Subjects/Services
Professional
Standard

P. ADMINISTRATIVE AND INSTRUCTIONAL STAFF

| Name | F/P** | Administrative or Teaching Assignment | Degree | Certification Status Denominational** | State Yes/No | Years of Educational Experience | Years of Experience in This School |
|------------------|-------|---------------------------------------|---------|--|-----------------|---------------------------------|------------------------------------|
| Halstad, Janice | P | Strings | MUS. ED | | yes | 9.0 | .0 |
| Herr, Laurie | P | Art, Writing | .MA | Basic | yes | 1.3 | 1.3 |
| Jaramio, Ann | F | Writing, English | MA | Professional | no | 19.5 | .0 |
| Kilgore, Bob | F | Driver's Ed/P.E. | MA | Professional | yes | 10.0 | 1.0 |
| Kilgore, Shelley | F | Home Ec | BS | Professional | yes | 8.0 | 2.0 |
| Koehn, Donna | F | Girls' Dean | -- | --- | -- | 18.5 | 5.0 |
| Koehn, Walt | F | Bible | MA | Professional | no | 18.0 | 6.0 |

* F - Full Time
P - Part Time

** Administrator
Basic
Conditional
Designated Subjects/Services
Professional
Standard

F. ADMINISTRATIVE AND INSTRUCTIONAL STAFF

| Name | F/P* | Administrative or Teaching Assignment | Degree | Certification Status Denominational** State Yes/No | Years of Educational Experience | Years of Experience in This School |
|------------------|------|---------------------------------------|--------|--|---------------------------------|------------------------------------|
| Willison, Mary | F | Buisness Ed. | BS | Standard no | 6.5 | 2.5 |
| Withrow, Carolyn | F | Registrar, Math | BA | Standard yes | 6.0 | 3.0 |
| Withrow, Dean | F | Boys' Dean | MS | Professional yes | 13.0 | 7.0 |
| Worley, Roger | F | Bible | M.Div. | ---- no | 4.0 | .0 |
| Zork, Stephen | F | Vocal | B.Mus. | Standard yes | 8.0 | 2.0 |
| | | | | | | |
| | | | | | | |

* F - Full Time
P - Part Time

** Administrator
Basic
Conditional
Designated Subjects/Services
Professional
Standard

F. ADMINISTRATIVE AND INSTRUCTIONAL STAFF

| Name | F/P* | Administrative or Teaching Assignment | Degree | Certification Status** Denominational** State Yes/No | Years of Educational Experience | Years of Experience in This School |
|------------------|------|---------------------------------------|--------|---|---------------------------------|------------------------------------|
| Ready, Wanda | F | Asst. Dean/P.E | BS | Conditional no | 3.0 | 2.0 |
| Rittenbach, Gail | P | English | M.Ed. | Professional yes | 4.0 | 2.0 |
| Rittenbach, Gary | F | Math | BA | Professional yes | 13.0 | 8.0 |
| Toop, Judith | F | Science | MA | Professional yes | 22.0 | 14.0 |
| Velez, Adriel | F | Spanish | M.Ed. | --- yes | 19.0 | 2.0 |
| Wentland, Wayne | F | Principal, History | M.Ed. | Administration no | 18.0 | 4.0 |
| Willison, Bob | F | Business Manager Accounting | MA | Professional yes | 17.5 | 8.0 |

* F - Full Time
P - Part Time

** Administrator
Basic
Conditional
Designated Subjects/Services
Professional
Standard

G. AUXILIARY/CLASSIFIED STAFF

| Name | F/P* | Work Assignment | License Status(Where Required) | | Years of Experience | Years of Experience in This School |
|--------------------|------|---------------------------|--------------------------------|-------|---------------------|------------------------------------|
| | | | Denominational | State | | |
| Ahlberg, Clifford | F | Maintenance | B. S. | | 30.0 | 14.0 |
| Ahlberg, Dorene | P | Food Service | H. S. | | 1.0 | 1.0 |
| Ahlberg, Jean | P | Custodial Food Service | H. S. | | 10.0 | 10.0 |
| Carver, Jack | P | Custodial | H. S. | | 6.0 | 6.0 |
| Farver, Robert | F | Grounds Supervisor | B. S. | | 31.0 | 31.0 |
| Farver, Rosemary | F | Food Service Director | H. S. | | 28.8 | 23.0 |
| Firnkoess, Carolyn | P | Food Service | A. A. | | 1.0 | 1.0 |
| Freitas, Beth | F | Accountant | H. S. | | 32.0 | 15.0 |
| Freitas, Robert | F | Plant Maintenance | M. Ed. | | 32.0 | 16.0 |
| Johanson, Heidi | P | Food Service | H. S. | | 1.0 | 1.0 |
| Langseth, Gladys | F | Food Service | H. S. | | 15.4 | 15.4 |

* F - Full Time
P - Part Time

G. AUXILIARY/CLASSIFIED STAFF

| Name | F/P* | Work Assignment | License Status(Where Required) | | Years of Experience | Years of Experience in This School |
|-----------------|------|--------------------------------|--------------------------------|-------|---------------------|------------------------------------|
| | | | Denominational | State | | |
| Merry, Joyce | F | Administrative Sec. Accountant | B.A./C.P.A. | | 13.0 | 3.0 |
| O'Day, Wilma | F | Day Care Director | B.A. | | 17.0 | .0 |
| Reinsch, Brenda | F | Nurse & Attendance | B.S./R.N. | | 6.0 | .0 |
| Rick, Glen | F | Industry Coordinator | B.S./A.T. | | 12.0 | .0 |
| | | | | | | |
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* F - Full Time
P - Part Time

H. STAFF DATA

- Ratio of students to FTE instructional and administrative staff 14
- CURRENT STAFF REPORTED IN FULL-TIME EQUIVALENTS

| Assignment | Men | Women | Total |
|--|-------|-------|-------|
| 1. Administration | 2.5 | 0.0 | 2.5 |
| 2. Classroom Teachers | 13.0 | 8.5 | 21.5 |
| 3. Dormitory Deans | 1.83 | 2.0 | 3.83 |
| 4. Counseling and Guidance | .50 | 0.0 | 0.50 |
| 5. Health Services | 0.0 | 0.5 | 0.50 |
| 6. Instructional Media Center | .33 | 0.5 | 0.83 |
| 7. Office Personnel | 0.0 | 3.17 | 3.17 |
| 8. Other Classified Staff | 3.1 | 4.83 | 7.93 |
| 9. Paraprofessionals (Taskforce, Aides) | | 1.0 | 1.00 |
| 10. Other | 1.0 | 1.0 | 2.00 |
| 11. Totals | 22.26 | 21.50 | 43.76 |

- Academic preparation of certificated staff and administrator(s):
(Report only highest degree held.)

| | No Degree | B.A. | No M.A.* B.A.+ 30 | ** M.A. | Ed.S. | Ed.D. Ph.D. |
|-------|-----------|------|----------------------|------------|-------|----------------|
| Men | | 2 | 2 | 15 | | |
| Women | 1 | 2 | 4 | 7 | | |

* Two teachers in this group are within one academic quarter of their Master's Degree.

** Two teachers in this group are Doctoral Candidates.

- Distribution of certificated staff and administrator(s) by age and sex:

| Age Bracket | 20 25 | 26 30 | 31 35 | 36 40 | 41 45 | 46 50 | 51 55 | 56 60 | 61 65 | Over 65 | Total |
|-------------|----------|----------|----------|----------|----------|----------|----------|----------|----------|------------|-------|
| Men | 0 | 2 | 6 | 4 | 3 | 1 | 2 | 1 | 0 | 0 | 19 |
| Women | 2 | 1 | 4 | 1 | 2 | 3 | 0 | 0 | 0 | 1 | 14 |
| Total | 2 | 3 | 10 | 5 | 5 | 4 | 2 | 1 | 0 | 1 | 33 |

5. MOBILITY OF FULL-TIME STAFF

| | 81 | 82 | 83 | 84 | 85 |
|-----------------------------------|-------------|-------------|-------------|-------------|------------|
| Change Due to: | 5 Years Ago | 4 Years Ago | 3 Years Ago | 2 Years Ago | 1 Year Ago |
| Transfer Within Union Conference | | 4 | | | |
| Transfer Outside Union Conference | | 1 | | | 1 |
| Transfer to Public Education | | | | | 1 |
| Retirement | | | 2 | | 1 |
| Leaving Profession | | 1 | 1 | 2 | |
| Reduction of Staff | | | | | |
| Other | | | 2 | 3 | 2 |
| Subtotal | 0 | 6 | 5 | 5 | 5 |
| Addition Due to Growth | | | | | 1 |
| Total New Staff | 0 | 0 | 0 | 0 | 1 |

1. SUPPLEMENTARY MATERIALS

1. Previous evaluation report
2. Previous Visiting Committee Report
3. Interim progress and visiting committee reports
4. Current class schedule
5. Floor plan which designates teacher and class
6. Student publications
7. School board minutes for at least one year
8. Faculty meeting minutes for current year
9. Curriculum Committee minutes
10. List of faculty committees and responsibilities
11. Teacher handbook
12. Teacher employment contract (formal or informal)
13. School bulletin
14. School constitution or working policy
15. Campus master plan including projection studies and building expansion plans
16. Emergency plans
17. Standardized achievement test results
18. Audited financial statement for last full fiscal year
19. Operating budget for current year
20. Most recent financial statement (current year)
21. Student accident claims and/or incident reports
22. Union conference certification record
23. Union conference secondary textbook list
24. Union conference education code
25. Other charts or tabulations considered pertinent to this study.

PROGRESS REPORT

Using the sample format shown below, (Philosophy and Objectives), list each recommendation of the previous Visiting Committee Report under its proper heading, state what action has been taken regarding it and the date of implementation. Be specific about what action was taken and supply supporting evidence when applicable. The headings under which these recommendations should be placed are:

Philosophy and Objectives
Administration and Finance
Program of Studies

Agriculture
Art
Bible/Religion
Business Education
Career Development
Computer Education
Driver Education
English
Health Education
Home Economics
Industrial Arts
Mathematics
Modern Language
Music
Physical Education
Science
Social Studies

Media Center/Library
School Plant and Services
Work Program
Witnessing/Service
Guidance and Student Follow-up Studies
Student Activities
Student Questionnaire

** UNDER SEPARATE COVER **

(SAMPLE FORMAT)

Philosophy and Objectives

1. Recommendation _____

2. Committee Response _____

Implementation Date _____

PHILOSOPHY AND OBJECTIVES

I. PHILOSOPHY

(The school's statement of philosophy should be included here. The philosophy should be approved by the faculty and adopted by the school board. If more than one page is needed for the statement the additional pages should be designated by letters rather than numerals to avoid confusion in the paging of this report.)

The principles basic to Auburn Adventist Academy's philosophy of education are set forth by the example of Jesus, who as a youth "increased in wisdom and stature, and in favor with God and man." (Luke 2:52)

It is the work of true education to train the youth to be thinkers, and not mere reflectors of other men's thought. . . . Instead of educating weaklings, institutions of learning may send forth men strong to think and to act, men who are masters and not slaves to circumstances, men who possess breadth of mind, clearness of thought, and the courage of their convictions." (EDUCATION, pages 17-18)

In the training of such students, Auburn Adventist Academy offers a balanced program of academic instruction, practical work experience, social interaction, and spiritual attainment.

Auburn Adventist Academy, while promoting high achievement in academic disciplines, seeks to transmit a unique body of beliefs, all imbued with religious principles. These principles include those peculiar to the Seventh-day Adventist Church. Thus, Auburn Academy endeavors to prepare students to be not only responsible, productive citizens of the United States, but also participating members of the Adventist church.

The academy's emphasis on spirituality is derived from the belief that within man a desire to do good conflicts with a natural tendency toward evil. Sound Christian attitudes are most effectively formulated in an educational environment that seeks to understand moral values and man's relationship to God.

In addition to formal educational activities, experience plays a vital role in education. Therefore, we encourage the development between staff and students of informal relationships that reach beyond the classroom to work and recreational encounters, to leisure and cultural activities and into the dormitory and staff homes.

OBJECTIVES

1. To provide an environment for the study and application of practical Christianity through a program of daily devotions, Bible classes, religious services, and student-centered religious programs, such as weeks of religious emphasis, prayer groups, and community outreach.

II. OBJECTIVES

The following objectives should expand and reflect the general philosophy of Seventh-day Adventist education and the school's statement of philosophy:

1. To assist students to gain a growing knowledge of God as Creator and Sustainer of life.
2. To provide an environment conducive to the development of Christian character.
3. To encourage students to assume a growing responsibility for unselfish service to mankind and to identify themselves with the church and with other organizations in society which emphasize service as an ideal.
4. To help students develop habits of healthful living.
5. To assist students to acquire the basic skills of reading, mathematics, and communication.
6. To enable students to develop critical thinking skills.
7. To encourage students to make decisions based on moral and ethical values as well as accumulated facts.
8. To provide opportunities for social growth within the context of the moral and ethical standards of the church.
9. To help students develop discrimination in the use of leisure time.
10. To provide opportunities for students to develop aesthetic values and talents.
11. To provide learning experiences which are based on the use of materials and methods of instruction which reflect Seventh-day Adventist values.
12. To encourage students to develop intellectual curiosity.
13. To provide an educational program which challenges each student to educational excellence within the parameters of the interests, needs, and abilities.
14. To develop an appreciation for an understanding of the Bible as the written Word of God, an infallible rule of faith and practice for the Christian.
15. To help students develop a personal life of faith, prayer, worship, and service to their fellow men.
16. To encourage students to recognize and acknowledge God's ownership of human resources.
17. To challenge students to develop a personal sense of mission for giving the gospel message to all the world in preparation for the soon return of Jesus.
18. To assist students to develop an understanding of, and appreciation for, the worth of all people.
19. To provide opportunities for students to develop appreciation for the value and dignity of labor by incorporating useful and productive labor as an intrinsic part of the total learning experience.

2. To provide opportunity for the development of leadership in church and community through classroom and personalized instruction, through work-related activities, and through service-motivated leadership opportunities such as those found in Sabbath School, youth meetings, Student Association meetings, dormitory clubs, class organizations, secretarial positions, and resident assistant positions in dormitories.
3. To inspire intelligent sincere patriotism and civic responsibility through a realistic emphasis on the positive aspects of our national heritage through social studies classes which review the great natural potential of this country and the contribution made to its development by law-abiding industrial people.
4. To assist our students in their personal and social development through the understanding and practice of Seventh-day Adventist standards of behavior in their personal interrelationships in the classrooms, dormitories, cafeteria, clubs, student association, and social recreational functions.
5. To foster appreciation and understanding of Christian principals and selectivity in the study of the arts, music and the various forms of literature through the guidance and example of teachers; through music concerts, cultural programs and exhibits; and through an emphasis on those ethical standards consistent with our educational and religious philosophy.
6. To provide for an appreciation of the dignity of labor and to foster a sense of financial responsibility through a work and industrial arts program that teaches practical skills and demonstrates the character-building value and economic importance of labor.
7. To encourage the formation of Christian character through classroom instruction and the example of dedicated Christian teachers whose character-centered philosophy and objectives recognize humanity as worthy of salvation.
8. To stimulate the appreciation and practice of the principals of health, physical fitness, and safety through a program of physical and health education, a course in driver education, nursing and medical services, and food services that emphasize balanced activities.
9. To inspire the development of habits of accuracy, responsibility, and resourcefulness by encouraging these traits in religious, extra-curricular, scholastic, and work activities.
10. To emphasize scholarship through instruction and example of professional teachers in conjunction with the maintenance and revision of a varied curriculum; through laboratory and research facilities and audio-visual devices; and through the maintenance of realistic standards of academic achievement, geared to individual differences.

11. To give guidance in the choice of careers, vocations, and educational activities consistent with students' abilities through counseling and guidance service of which all teachers and administrators are an integral part.
12. To exalt the dignity and worth of every individual through equitable student-teacher relationships and through emphasis on the inherent power of choice.
13. To prepare young people to establish enduring and effective Christian homes through guidance and Bible classes and through formal instruction in child care, home arts and maintenance.
14. To promote an awareness and appreciation of man's physical environment through offerings in natural and physical sciences, mathematics, and industrial arts.
15. To teach effective habits of communication through classes in English, speech, developmental reading, and journalism; through the production of the student newspaper, the yearbook, and the drama club presentations; and through individual guidance in leadership and classroom activities.
16. To offer preparation for responsibilities in the commercial world through courses in business education.

III. CRITERIA STATEMENTS - PHILOSOPHY AND OBJECTIVES

The following criteria provide a basis for evaluating the degree to which Seventh-day Adventist educational philosophy is being implemented in the school program. Indicate your practice by placing a check on the line under the appropriate term.

Explanation of terms in the rating scale:

| | |
|-----------|---|
| Never | - Not implemented |
| Seldom | - Infrequently or rarely the practice |
| Often | - Frequently but not the usual practice |
| Regularly | - Usual practice |

| | Never | Seldom | Often | Regularly |
|---|-------|--------|-------|-----------|
| 1. Student attitudes and behavior reflect Seventh-day Adventist philosophy, objectives, and standards. | — | — | 4 | 1 |
| 2. There is evidence that students are increasing in their knowledge of the Scriptures. | — | — | 3 | 2 |
| 3. There is evidence that students are applying Biblical principles to daily living. | — | — | 4 | 1 |
| 4. Opportunities are provided students to develop qualities needed for church leadership. | — | 1 | 4 | — |
| 5. Classroom instruction reflects Seventh-day Adventist values. | — | — | 1 | 4 |
| 6. The students give evidence that they are mastering the basic skills (reading, math, and communication skills). | — | — | 2 | 5 |
| 7. Opportunities are provided for career development. | — | 2 | 3 | — |
| 8. The instructional program offers opportunities for students to develop an appreciation for the value and dignity of labor. | — | — | 1 | 4 |
| 9. There is evidence that character development is emphasized in the school program. | — | — | 3 | 2 |
| 10. Opportunities are provided for students to participate in service for others. | — | 4 | 1 | — |
| 11. Students are encouraged to participate in community service activities. | — | 1 | 1 | — |
| 12. The health and physical education program provides opportunities for students to develop positive attitudes and habits which contribute to the achievement and maintenance of optimum health. | — | — | 3 | — |
| 13. The school program fosters student communication with God. | — | — | 5 | — |
| 14. The school program provides opportunities for students to develop and use decision-making processes. | — | — | 4 | 1 |

15. There is evidence in student behavior that tolerance and courtesy are emphasized as an integral part of the school program.
16. The curriculum offers students opportunities to develop appreciation of the beauties in nature, music, and literature.
17. Opportunities are provided for students to develop a personal sense of mission and urgency to become actively involved in the mission of the church.
18. There is evidence that students are developing an understanding of, and appreciation for, the worth of all people.

| Never | Seldom | Often | Regularly |
|-------|----------|----------|-----------|
| — | <u>1</u> | <u>4</u> | — |
| — | — | <u>1</u> | <u>4</u> |
| — | <u>1</u> | <u>2</u> | <u>2</u> |
| — | — | <u>3</u> | <u>2</u> |

IV. GENERAL EVALUATION STATEMENTS - PHILOSOPHY AND OBJECTIVES

1. Identify instructional practices that your school has adopted in an effort to better implement a Seventh-day Adventist philosophy.

1. The curriculum provides for regular classes in religion and in Biblical literature.
2. The beliefs of the church are interwoven into all areas of the curriculum.
3. The lifestyles of faculty and staff reflect the Seventh-day Adventist philosophy of this academy.
4. Students conduct a week of prayer, perform in musical groups at church services, and participate in a variety of organized religious activities.
5. Extra-curricular events promote the development of Christian social skills.
6. The work program fosters a strong work ethic.

2. Identify concerns you may have regarding your school's efforts to implement a Seventh-day Adventist philosophy and objectives.

1. Staffing should be provided for supervision of Bible labs for Christian witnessing.
2. A formal philosophy in the area of entertainment is needed.
3. The Board of Education or a subcommittee thereof should devote more study and discussion time to curriculum and philosophical concerns.
4. The administration needs to provide further inservice for staff in integrating Seventh-day Adventist beliefs into the curriculum.

ADMINISTRATION AND FINANCE

List the administrators and supply the information requested for each.

| Name | Administrative Responsibility | Denominational Endorsement (Yes or No) | Other Responsibilities |
|--------------------------|-------------------------------|--|---|
| 1. <u>Wayne Wentland</u> | Principal | yes | 2 classes ASB Sponsor Committees |
| 2. <u>Hans Krenz</u> | Vice Principal | YES | Curriculum Development Village Dean Soph. Sponsor |
| 3. <u>Bob Willison</u> | Business Manager | YES | 1 Class |

Provide information on professional growth, in-service activities for the last three years and the current memberships in professional organizations for each administrator.

| Name | Professional Growth In-Service | Professional Membership |
|--------------------------|--|-------------------------|
| 1. <u>Wayne Wentland</u> | Hope 1985 Accounting Seminar | N.P.A. Rotary |
| 2. <u>Bob Willison</u> | Hope 1985 Accounting Seminar | N.P.A. |
| 3. <u>Hans Krenz</u> | Hope 1985 NPUC Curric. Comm. 77-85 Class at PLU 1985 NPUC Employment Policy Review Committee. NPUC 1983 Teacher's convention Steering committee ASCD Teacher expectation/ Student achievement workshop. AAA Computer usage workshop | N.P.A. ASCD |

ADMINISTRATION AND FINANCE

INTRODUCTORY STATEMENT

Each aspect of the administrative process should be organized so as to assist in implementing the school's philosophy and objectives. The constituency, board, and administration should function as a harmonious unit in developing an effective program which will assure that students receive a balanced spiritual, mental, physical, and social education.

II. ADMINISTRATIVE GOALS

List the administrative goals as approved by the school board. Use the Union Conference and NAD Education Codes as references.

1. To provide leadership in the development of long-range plans for educational growth in areas such as budgeting, school evaluation, curriculum, facilities, personnel, establishment of a positive school climate.
2. To establish lines of communication with positive overtones between home and school.
3. To ensure that all educational personnel are properly certificated.
4. To establish and maintain effective working relationships with the local and state offices of education, and regional accrediting associations.
5. To coordinate the preparation of a master calendar providing for activities such as: In-service, workshops, board meetings, weeks of prayer, Saturday night activities, school organizations, faculty meetings and religious programs.
6. To assume responsibility for the maintenance and up keep of the school plant and grounds.
7. To assume leadership in encouraging professional growth for educational personnel through evaluation and positive personnel relationships.
8. To counsel with school operating committees in the preparation of annual budgets to include: Teaching personnel, curriculum needs, plant maintenance, cafeteria supplies, personnel requests for medical, moving, educational and housing requests.
9. To develop from projections and school budget needs a list of capital requests in balance with instructional needs.
10. To develop and maintain departmental budgets to assure smooth operations within the various curriculums.
11. To develop leadership and support in the promotion of Christian Education within the local constituency and Adventist educators.
12. To operate the school program within a balance budget and if deficits develop to assure that budget plans the following year correct the budget.

ADMINISTRATION AND FINANCE

III. CRITERIA STATEMENTS

The following criteria provide the basis for evaluating the school constituency, the school board, the principal, the budget, and the financial operation. Indicate the practice at this school by placing a check in the appropriate column for each item.

Explanation of terms in the rating scale:

| | |
|-----------|--|
| Never | -Not implemented |
| Seldom | -Infrequently or rarely the practice |
| Often | -Frequently but not the usual practice |
| Regularly | -Usual practice |

| | | | |
|-------|--------|-------|-----------|
| Never | Seldom | Often | Regularly |
|-------|--------|-------|-----------|

A. The Conference Office of Education

- | | |
|---|----------------|
| 1. The superintendent or his designee is a voting member of the school board. | — — — <u>X</u> |
| 2. The superintendent cooperates with the school administration in matters of recruitment, employment and dismissal of staff. | — — — <u>X</u> |
| 3. The superintendent cooperates with the school administration in providing in-service activities. | — — — <u>X</u> |
| 4. The superintendent encourages input from the school administration when preparing the conference K-12 Board agenda. | — — — <u>X</u> |
| 5. The superintendent assists the school administration in articulation of the curriculum with the conference K-12 education program. | — — — <u>X</u> |
| 6. The superintendent functions in a supportive role with the school administration. | — — — <u>X</u> |

B. The School Constituency

- | | |
|---|----------------|
| 1. The school constituency has a written constitution that identifies the function and role of the constituency, the board, and the school. | — — — — |
| 2. The constituency participates in developing the philosophy and objectives of the school. | — <u>X</u> — — |
| 3. There is an open and effective line of communication between and among the constituency, board, and administration. | — — — <u>X</u> |
| 4. There is equitable distribution of constituent representation on the school board. | — — — <u>X</u> |

| | Never | Seldom | Often | Regularly |
|---|-------|----------|----------|-----------|
| 5. There is constituent participation in the development of the curriculum. | — | <u>X</u> | — | — |
| 6. There is adequate constituent financial support for capital improvements. | — | — | — | <u>X</u> |
| 7. There is adequate constituent financial support for the operating expenses of the school. | — | — | — | <u>X</u> |
| C. The School Board | | | | |
| 1. School policy is established in harmony with the NAD and Union Conference Education Codes. | — | — | — | <u>X</u> |
| 2. The board assumes responsibility for the planning and funding of an annual budget. | — | — | — | <u>X</u> |
| 3. The employment policies of the Union Conference Education Code are implemented. | — | — | — | <u>X</u> |
| 4. The annual budget makes provision for capital improvements. | — | — | — | <u>X</u> |
| 5. The board assumes responsibility for policy development, leaving implementation and administration of the school to the principal. | — | — | — | <u>X</u> |
| 6. The board participates in the school evaluation process. | — | — | <u>X</u> | — |
| 7. The board has a professional growth and in-service policy for staff. | — | <u>X</u> | — | — |
| 8. The board implements the union conference or local conference-adopted school calendar. | — | — | — | <u>X</u> |
| 9. Provision is made for the health and safety of staff and students. | — | — | — | <u>X</u> |
| 10. The board assumes responsibility for reviewing and providing insurance coverage for all aspects of the school. | — | <u>X</u> | — | — |
| 11. The board provides time in board meetings for orientation to union-adopted curriculum materials. | — | <u>X</u> | — | — |
| 12. The board cooperates with the administration and staff in implementing the union-adopted curriculum materials. | — | — | <u>X</u> | — |

D. The Principal

| | Never | Seldom | Often | Regularly |
|--|-------|--------|-------|-----------|
| 1. The principal functions as executive secretary of the school board. | — | — | — | X |
| 2. The principal, in counsel with the board chairman, prepares the board agenda. | — | — | X | — |
| 3. The principal assumes leadership for both short-and long-range planning. | — | — | — | X |
| 4. The principal has time for administrative duties proportionate to the school size. | — | — | X | — |
| 5. The principal assumes leadership in clarifying and implementing union conference, local conference and board policies. | — | — | X | — |
| 6. The principal assumes responsibility of spiritual leadership of the school. | — | — | — | X |
| 7. The principal assumes leadership in building and maintaining a positive spiritual emphasis in the school program. | — | — | — | X |
| 8. The principal assumes leadership for supervision of and improvement of instruction through: | | | | |
| a. classroom visitations. | — | — | X | — |
| b. formal teacher evaluation procedures. | — | — | X | — |
| c. personal conferences with teachers. | — | — | X | — |
| d. curriculum development and implementation in cooperation with the curriculum committee and teachers. | — | — | X | — |
| 9. The principal plans and conducts staff meetings. | — | — | — | X |
| 10. The principal operates the school on a sound financial basis within the approved budget. | — | — | — | X |
| 11. The principal provides leadership in development and maintenance of adequate record-keeping systems for the various aspects of the school program. | — | — | — | X |
| 12. The principal assumes leadership in developing and maintaining positive community relations. | — | — | — | X |
| 13. The principal assumes leadership in developing and maintaining student morale and discipline. | — | — | — | X |
| 14. The principal assumes leadership for faculty in-service and professional growth activities. | — | — | X | — |

| | Never | Seldom | Often | Regularly |
|--|-------|--------|-------|-----------|
| 15. The principal assumes leadership in management of building and grounds maintenance and custodial services. | — | — | — | X |
| 16. The principal interacts with the constituency in keeping them knowledgeable of the philosophy, goals and program of the school. | — | — | X | — |
| 17. The principal establishes and maintains effective working relationships with public school officials and civic leaders. | — | — | X | — |
| 18. The principal ensures that there are regular health and safety inspections of the school plant and facilities. | — | — | — | X |
| E. The School Finances | | | | |
| 1. The annual budget is prepared by the administration and approved by the school board. | — | — | — | X |
| 2. The annual budget makes provision for capital improvements. | — | — | — | X |
| 3. A monthly financial statement is prepared and presented to the school board. | — | — | — | X |
| 4. Procedures for purchases by staff members have been developed and are followed. | — | — | — | X |
| 5. Departmental budgets are established cooperatively. | — | — | X | — |
| 6. A system of budget controls is established which includes keeping staff informed of the status of the departmental and school budget. | — | — | X | — |
| 7. Student accounts receivables are established by the General Conference Auditing. | — | — | — | X |
| 8. Overdue accounts (payables and receivables) are reviewed periodically by the school board. | — | — | X | — |
| 9. The year-end audited financial statement is reviewed by the school board. | — | — | — | X |
| 10. The annual budget makes provision for the insurance coverages recommended by General Conference Insurance. | — | — | — | X |

IV. SIGNIFICANT FINANCIAL DATA:

| DATA | | 1980 5 yrs. ago | 1981 4 yrs. ago | 1982 3 yrs. ago | 1983 2 yrs. ago | 1984 Last year |
|--|---|-----------------------|-----------------------|----------------------------------|-------------------------------|-------------------------------|
| Net operating increase (decrease) <i>EC 6-11-75</i> | | 152,394.81 | 162,043.47 | 246,150.51 | 384,244.78 | 298,853.03 |
| Total depreciation | | 72,288.44 | 109,517.30 | 115,245.37 | 139,848.90 | 83,741.38 |
| Total student costs: | | 1,311,581.44 | 1,343,633.38 | 1,368,598.53 | 1,325,921.27 | 1,539,100.09 |
| Tuition, fees, spec. adm. + Depts. <i>Day 9-10 11-12 Dom 9-10</i> | | ? | ? | 2463.00 2613.00 4375.00 | 2810.00 2960.00 4930.00 | 2926.00 3125.00 5148.00 |
| Percentage of student collections | | 96.75 | 98.74 | 97.66 | 93.63 | 98.93 |
| Net student accounts receivable <i>Cur Old</i> | | 151,834.49 | 155,146.08 | 141,345.88 | 181,616.35 | 131,220.87 |
| Total education cost per student | operating expense | 1,684,587.26 | 1,772,046.38 | 1,909,311.68 | 1,946,821.08 | 2,045,588.00 |
| | capital expense | | | | | |
| Church operating subsidy | | | | | | |
| Conference operating subsidy | | 196,723.25 | 245,423.71 | 240,613.64 | 258,822.12 | 273,339.74 |
| School constituency tithe base | | | | | | |
| Capital expenditures | | 193,515.51 | 156,289.24 | 366,940.01 greenhouse 1073 | 171,653.42 | 193,008.63 |
| Conference capital donations | | | | | | |
| Non-SDA | operating funds | | | | | |
| Sources | capital funds | | | | | |
| Student labor expense | | 211,302.74 | 199,967.87 | 204,162.- | 197,280.05 | 234,029.43 |
| Library Expenses | Books, periodicals, instructional materials | 17,978.21 | 11,568.42 | 4285.25 | 5119.85 | 11,114.69 |
| | A-V equipment | 519.21 | 3475.39 | 1811.81 | 2646.04 | 4003.06 |
| | Capital (furniture, shelving, etc.) | | | | | |

* Up over 147,000 in 5 years

V. GENERAL INFORMATION - ADMINISTRATION AND FINANCE

1. Describe the procedure for orientation of new students.

The first week of school is designed for orientation. Village students meet with administration and the deans conduct orientations within the residence halls. Information is sent to the new/old student in regards to corrections in school policies and new policy adoptions. The staff assist the administration by introducing students to the academy on a personal level as well as in the classroom.

2. Describe the efforts made to follow up non-returning students who have not completed the academic program. Use the information reported on page 3, "Student Attrition" chart, as the basis for your response.

Visitations and letters are sent to students that have attended the academy in previous years. Students are encouraged to apply for the coming school year. As much as possible the problems that existed in the past are addressed and solutions presented. Letters of commitment are sent in some cases. All students are encouraged to stay in contact with the academy through friends, staff, and family.

3. Is there a recruitment program? Yes X No
If your answer is yes, briefly describe the program.

Dr. Tom Labaugh has given a recruitment program that has been adopted by the NPUC to assist in student recruitment. Visitations to homes and feeder schools are conducted. Students are encouraged to visit the academy through band clinics and choral workshops. Academy day gives opportunity for students to visit all departments. School sponsored tour groups visit the conference churches throughout the school year.

4. Describe the principal's role in developing and maintaining a public relations program for the constituency and the community.

Long range communication and short term scheduling is strengthened through the development of a Community Relations Committee and newsletters. The administration presents Christian Education through speaking appointments in the constituency churches. Questionnaires requesting input from constituency members are sent to families, students, pastors and teachers of the Washington Conference. Visitations to the local church schools, scheduling of tour groups along with academy visitation days and clinics round out the public relations program.

5. Describe the use made of computers in the school's business operations and accounting procedures.

The academy is on line with the NPUC computer and sends financial information along with educational data on a daily basis.

6. Describe the use made of computers in maintaining student records.

The attendance office uses a computer to maintain student records. This computer and software has not been able to adjust to our particular needs and the administration is giving study to replace it. The registrar's office uses a computer to maintain student records and store data from the NPUC office.

VI. GENERAL EVALUATION STATEMENTS - ADMINISTRATION AND FINANCE

1. What do you consider to be the strengths of this area in your school's organization?

Development of personal relationships among the students. The desire to give personal attention to collections and design specific programs for parents that face financial difficulty.

2. Describe concerns you may have regarding this area in your school's organization.

The need to develop a more smooth flow in the everyday functions of business and financial operations. The location of the administrative team needs to be reviewed and realigned.
More specific times set for administrative review of the school program.

3. Give at least one example of how this area is helping to achieve the school's philosophy and objectives.

In order to be on the cutting edge of curriculum the administration and staff are directing special attention to the redevelopment of the Industrial Arts program. It is the desire of the instructors and administration to establish a strong program as intended through our church philosophy.

4. Describe any long-range plans for this area which will assist your school to more adequately reach its objectives.

Bring administrative guidelines to direct more specific financial planning within school operations.

PROGRAM OF STUDIES

GENERAL

I. INTRODUCTORY STATEMENT

The philosophy and objectives of Seventh-day Adventist education are reflected at all levels of the curriculum. They include an awareness of principles of human growth and development as well as the process of encouraging, guiding and sustaining the learner as he seeks to understand himself and to relate to his fellow human beings and to his Creator.

Students vary in their needs, interests, abilities and learning styles. This necessitates a curriculum that is flexible, balanced and sequenced, with well articulated programs that cover a broad area of studies.

II. CRITERIA STATEMENTS

A. Instructional Program

The following criteria provide a basis for evaluating the adequacy of the Program of Studies. Indicate your practice by placing a check on the line under the appropriate term.

Explanation of terms in the rating scale:

| | |
|-----------|--|
| Never | -Not implemented |
| Seldom | -Infrequently or rarely the practice |
| Often | -Frequently but not the usual practice |
| Regularly | -Usual practice |

| | Never | Seldom | Often | Regularly |
|---|-------|--------|-------|-----------|
| 1. The curriculum makes provision for a balance between academic learning experiences and those that are practical. | — | — | 6 | — |
| 2. The curriculum aids students in identifying and preparing for post-high school goals. | — | — | 6 | — |
| 3. Follow-up studies of graduates and non-graduates are used in curriculum development. | — | 2 | 2 | 1 |
| 4. The instructional program encourages teachers to accommodate the unique needs of each student. | — | 1 | 4 | 1 |
| 5. Mastery of basic academic skills is emphasized throughout the instructional program. | — | — | 3 | 3 |
| 6. The schedule provides opportunity for students to effectively utilize the learning resource areas. | 1 | 1 | 3 | 1 |
| 7. A variety of instructional styles and techniques are used to meet the varying learning needs of students. | — | — | 2 | 4 |
| 8. The staff is given opportunity to participate in curriculum development. | 1 | — | 3 | 2 |

- | | Never | Seldom | Often | Regularly |
|--|----------|----------|----------|-----------|
| 9. Provision is made for teacher orientation to denominationally developed and adopted curriculum guides. | — | <u>2</u> | <u>2</u> | <u>1</u> |
| 10. A curriculum committee addresses the curricular needs and concerns of the school. | — | <u>3</u> | <u>2</u> | <u>1</u> |
| 11. Teaching strategies place a high priority upon building a sense of personal worth in each student, both as an individual and as a member of society. | — | <u>1</u> | <u>4</u> | <u>1</u> |
| 12. Procedures are utilized for developing and implementing new and innovative curriculum programs. | — | — | <u>5</u> | <u>1</u> |
| 13. Curriculum development procedures incorporate a plan for continuous evaluation of the educational program. | <u>1</u> | <u>3</u> | <u>2</u> | — |

B. Facilities

The following criteria provide a basis for evaluating the adequacy of facilities for the program of studies. Indicate the adequacy of each item by placing a check on the line under the appropriate term.

Explanation of terms in the rating scale:

- | | |
|-----------|--------------------------------------|
| Poor | -Fails to meet minimum level of need |
| Fair | -Barely adequate |
| Good | -Satisfactory for its purpose |
| Excellent | -Superior |

1. Specialized classrooms and/or laboratories are designed and equipped to meet the needs of the specific content areas. Evaluate the adequacy of the facilities for:

- | | Poor | Fair | Good | Excellent |
|---|------|----------|----------|-----------|
| a. Business Education | — | <u>1</u> | <u>1</u> | <u>3</u> |
| b. Home Economics | — | — | <u>4</u> | <u>1</u> |
| c. Industrial Arts | — | — | <u>2</u> | <u>3</u> |
| d. Music | — | — | <u>1</u> | <u>4</u> |
| e. Physical Education | — | <u>1</u> | <u>1</u> | <u>3</u> |
| f. Science | — | — | <u>3</u> | <u>2</u> |
| g. Computer Education | — | <u>1</u> | <u>1</u> | <u>3</u> |
| 2. Office space and equipment for individual teachers' offices and work areas are adequate. | — | — | <u>2</u> | <u>4</u> |
| 3. The music practice rooms meet the needs for individual and small groups. | — | — | <u>2</u> | <u>4</u> |
| 4. The rehearsal facilities which are used for large music organizations are adequate. | — | — | — | <u>6</u> |
| 5. Storage facilities for music instruments are adequate. | — | — | <u>2</u> | <u>3</u> |
| 6. Facilities for the storage of music are adequate. | — | — | <u>4</u> | <u>1</u> |

Program of Studies

| | Poor | Fair | Good | Excellent |
|--|----------|----------|----------|-----------|
| 7. A demonstration area is provided in the science classroom/laboratory that is visible to all members of the class. | — | <u>2</u> | — | <u>4</u> |
| 8. An exhaust fan is provided in the science laboratory to remove noxious and toxic gasses. | — | <u>4</u> | <u>1</u> | <u>1</u> |
| 9. Space and equipment are provided in the science classroom/laboratory for maintaining living plants and animals. | — | <u>2</u> | <u>2</u> | <u>2</u> |
| 10. Space is provided for storing science equipment and materials. | — | <u>1</u> | <u>1</u> | <u>4</u> |
| 11. Provision is made for the safe storage and handling of hazardous materials in the science area. | — | <u>1</u> | <u>2</u> | <u>2</u> |
| 12. An outdoor science study site is available for environmental studies. | <u>1</u> | <u>1</u> | <u>2</u> | <u>2</u> |
| 13. Adequate laboratory space is provided for the science course offerings. | — | <u>2</u> | — | <u>4</u> |
| 14. The gymnasium supplies and equipment are conveniently located for security, convenience, and availability. | — | <u>1</u> | <u>3</u> | <u>2</u> |
| 15. The gymnasium and locker rooms meet health and safety requirements. | — | — | <u>3</u> | <u>3</u> |
| 16. Adequate provision is made for shower and locker rooms for the physical education classes. | — | — | <u>4</u> | <u>2</u> |

IV. GENERAL INFORMATION - PROGRAM OF STUDIES

- 1. Describe the provisions that are made to meet the instructional needs of the exceptional student.**

College preparatory program
College-level classes
Provisions for acceleration
Placement or credit by examination
Differentiated math and language arts classes

- 2. Describe the organization and function of the curriculum committee.**

The curriculum committee consists of the principal, vice-principal and seven teachers from the major content areas. The committee formulates academic policies for recommendation to the full staff.

- 3. Describe the use of standardized test results.**

Individual test results are made available to teachers for individual work with students. Group results are used to correlate grading patterns and evaluate course content.

- 4. Describe the budgetary provisions that have been made for curriculum planning and development.**

There is no budget per se for curriculum development.
Expenses in this area are covered by the administration.

5. Describe student involvement in curriculum development.

Classes with very low enrollment are usually dropped.
Courses requested by a sufficient number of students are added.

6. Describe briefly the procedures for adding to or dropping courses from the curricular offerings.

Courses are dropped or added by administrative or curriculum committee action.

7. Describe briefly how controversial materials are handled.

Controversial issues are presented from a SDA viewpoint with a view towards educating the student to make his own decision. Controversial materials are reviewed by the Instruction Materials Committee and the administration.

8. Identify spiritual and moral values that are stressed in the instructional program and briefly describe specific ways in which they are emphasized.

V. GENERAL EVALUATION STATEMENTS - PROGRAM OF STUDIES

1. What do you consider to be the strengths of the curriculum?

Wide variety of course offerings.

High percentage of teachers who are teaching in their strengths.

Good facilities, supplies, equipment.

2. Describe the areas of concern you have have regarding the curriculum.

There is a need for remedial and special education courses.

The increase in graduation requirements is having an impact on elective offerings.

3. Give examples of how the curriculum is helping to achieve the school's philosophy and objectives.

All classes are taught from a definite SDA perspective.

Students are required to work. Religion courses and courses in basic skills are required.

4. Describe briefly any long-range plans you have for curriculum development.

The staff of the Industrial Arts Department is currently undertaking research to establish a long range curriculum plan in the area of technology. It is planned to investigate the need for expanded offerings in the Business Education Department (e.g. General Business, Economics, Marketing)

SUBJECT AREA: AGRICULTURE

List the teachers in this subject area and supply the information requested for each class taught.

Teacher Load and Course Data.

| Teacher | Course Titles | Denominational Endorsement (Yes or No) | Required or Elective | Grade Level | Enroll- ment | Credit Value | Per Week | |
|----------|---------------|--|----------------------------|----------------|-----------------|-----------------|-------------------|------------------|
| | | | | | | | No. of Periods | Total Minutes |
| 1. _____ | | | | | | | | |
| | | | | | | | | |
| | | | | | | | | |
| | | | | | | | | |
| | | | | | | | | |
| 2. _____ | | | | | | | | |
| | | | | | | | | |
| | | | | | | | | |
| | | | | | | | | |
| | | | | | | | | |
| 3. _____ | | | | | | | | |
| | | | | | | | | |
| | | | | | | | | |
| | | | | | | | | |
| | | | | | | | | |

Provide information for each teacher on professional growth, in-service activities for the last three years and the current memberships in professional organizations.

Professional Activities.

| Teacher | Professional Growth, In-Service | Professional Memberships |
|----------|---------------------------------|--------------------------|
| 1. _____ | | |
| 2. _____ | | |
| 3. _____ | | |

AGRICULTURE

I. INTRODUCTORY STATEMENT

A comprehensive knowledge of agriculture is a basic need of society. Seventh-day Adventists believe that their students should have a practical education in agriculture even though the average family in North America is not so dependent upon its personal involvement in agrarian pursuits as it once was.

"In the study of agriculture, let pupils be given not only theory, but practice."
Education, p. 219.

II. INSTRUCTIONAL GOALS

List the instructional goals for Agriculture as approved by the school's curriculum committee or faculty. (Use the Union Curriculum Guide and the NAD Division Framework for Applied Arts K-12 as references.)

III. CRITERIA STATEMENT - AGRICULTURE

The following criteria provide a basis for evaluating your program. Indicate your practice by placing a check on the line under the appropriate term.

Explanation of terms in the rating scale:

| | |
|-----------|--|
| Never | -Not implemented |
| Seldom | -Infrequently or rarely the practice |
| Often | -Frequently but not the usual practice |
| Regularly | -Usual practice |

| | | | |
|-------|--------|-------|-----------|
| Never | Seldom | Often | Regularly |
|-------|--------|-------|-----------|

| | | | | | |
|-----|--|---|---|---|---|
| 1. | The content, concepts, skills and values listed in the Union Curriculum Guide, which is based on the <u>NAD Framework for Applied Arts</u> , form the basis for the agriculture program. | — | — | — | — |
| 2. | The union-adopted textbooks are used in each class. | — | — | — | — |
| 3. | Instructional objectives are clearly stated and related directly to the general goals for each course. | — | — | — | — |
| 4. | The instructional objectives (including expected learning outcomes) are clearly presented to the students. | — | — | — | — |
| 5. | The instructional objectives form the basis for evaluating student progress. | — | — | — | — |
| 6. | The instructional program gives consideration to the needs, abilities and interests of students as well as to subject matter. | — | — | — | — |
| 7. | | — | — | — | — |
| 8. | | — | — | — | — |
| 9. | | — | — | — | — |
| 10. | | — | — | — | — |
| 11. | | — | — | — | — |
| 12. | | — | — | — | — |

*Since agriculture programs vary depending upon the location of the school each program needs to be evaluated on its own merits. The criteria statements listed above provide only a partial evaluation. Additional information should be supplied which will provide an evaluation of the program.

IV. INSTRUCTIONAL MATERIALS - AGRICULTURE

List below the instructional materials and equipment for the course(s) in agriculture that are owned by the school. Indicate the degree of use you make of each item by placing a check on the line under the appropriate term.

| | |
|-----------|--|
| Never | -Not implemented |
| Seldom | -Infrequently or rarely the practice |
| Often | -Frequently but not the usual practice |
| Regularly | -Usual practice |

| | | | |
|-------|--------|-------|-----------|
| Never | Seldom | Often | Regularly |
|-------|--------|-------|-----------|

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

| | | | |
|---|---|---|---|
| — | — | — | — |
| — | — | — | — |
| — | — | — | — |
| — | — | — | — |
| — | — | — | — |
| — | — | — | — |
| — | — | — | — |
| — | — | — | — |
| — | — | — | — |
| — | — | — | — |

GENERAL EVALUATION STATEMENTS - AGRICULTURE

1. What do you consider the strengths of your Agriculture program?
2. Describe areas of concern you may have regarding your Agriculture program.
3. Give at least one example of how your Agriculture program is achieving the instructional goals listed on page 30 or the school's statement of philosophy and objectives.
4. Describe briefly any long-range plans you have for your Agriculture program.
5. List additional materials you would consider useful for enriching your Agriculture program.

SUBJECT AREA: ART

List the teachers in this subject area and supply the information requested for each class taught.

Teacher Load and Course Data.

| Teacher | Course Titles | Denominational Endorsement (Yes or No) | Required or Elective | Grade Level | Enroll- ment | Credit Value | Per Week | |
|----------------|---------------|--|----------------------------|----------------|-----------------|-----------------|-------------------|------------------|
| | | | | | | | No. of Periods | Total Minutes |
| 1. Laurie Herr | Design | Yes | E | 9-12 | 15 | 5 | 5 | 225 |
| | Drawing | Yes | E | 9-12 | 22 | 2.5 | 4 | 140 |
| | | | | | | | | |
| | | | | | | | | |
| 2. | | | | | | | | |
| | | | | | | | | |
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Provide information for each teacher on professional growth, in-service activities for the last three years and the current memberships in professional organizations.

Professional Activities.

| Teacher | Professional Growth, In-Service | Professional Memberships |
|----------------|---|--------------------------|
| 1. Laurie Herr | Washington Conf. Workers Retreat 1985 Washington Conf. teacher meetings 1984 | |
| 2. | | |
| 3. | | |

ART

I. INTRODUCTORY STATEMENT

Art is a universal language of emotions, experiences, and ideas which know no boundary of time, culture, or geography. This subject, by deepening personal experiences, can help to humanize an environment that is becoming increasingly automated and impersonal.

"The author of all beauty, Himself a lover of the beautiful, God provided to gratify in His children the love of beauty." Ed. p. 41

II. INSTRUCTIONAL GOALS

List the instructional goals for Art as approved by the school's curriculum committee or faculty. (Use the Union Curriculum Guide and the NAD Framework for Fine Arts K-12 as references.)

(also see page 35A)

Artistic Expression

The learner will:

- develop skills and techniques so that he will express himself with satisfaction
- participate in art and become at ease with various art forms
- explore skills employed in visual communication to convey feelings and symbols
- demonstrate and strengthen special talents
- understand how artistic expression humanities contemporary socieity

Study of Art Heritage

The learner will:

- become informed and appreciative of art
- recognize art as a record of man's development
- develop a broad understanding of the various movements in art and the works of specific artists

Study of Art in a Christian Perspective

The learner will:

- develop powers of observation to become aware of artistry in creation
- recognize and appreciate design in nature
- evaluate art from a Christian perspective, realizing that discriminating values are necessary when viewing art and deciding upon subject matter
- understand that artistic expression can be a way of communicating with God

Visual and Tactile Expression

The learner will:

- increase his skill in manipulating the elements of color, form, line, texture, space, and value
- develop senses of sight and touch as means of expression
- experiment with two and three dimensional forms

III. CRITERIA STATEMENTS - ART

The following criteria provide a basis for evaluating your program. Indicate your practice by placing a check on the line under the appropriate term.

Explanation of terms in the rating scale:

| | |
|-----------|--|
| Never | -Not implemented |
| Seldom | -Infrequently or rarely the practice |
| Often | -Frequently but not the usual practice |
| Regularly | -Usual practice |

| | Never | Seldom | Often | Regularly |
|---|-------|--------|-------|-----------|
| 1. The content, concepts, skills and values listed in the Union Curriculum Guide for art, which is based on the <u>NAD Framework for Fine Arts K-12</u> , form the basis for the art program. | — | — | — | x |
| 2. Instructional objectives are clearly stated and relate directly to the general goals for each course. | — | — | — | x |
| 3. The instructional objectives (including expected learning outcomes) are clearly presented to the students. | — | — | — | x |
| 4. The instructional objectives form the basis for evaluation of student progress. | — | — | — | x |
| 5. The instructional program gives consideration to the needs, abilities, and interests of the students as well as to the subject matter. | — | — | — | x |
| 6. Students are provided with experiences in two and three-dimensional art and crafts using a variety of media. | — | — | — | x |
| 7. Students are encouraged to reflect their own unique personal expressive qualities in their work. | — | — | — | x |
| 8. Students are given an opportunity to exhibit their work in the school and/or community. | — | — | x | — |
| 9. Students have opportunity to become acquainted with selected artists and works of art. | — | — | — | x |
| 10. Field trips are made to art centers to enhance the interest of students. | — | — | — | x |
| 11. Tools and equipment needed for the program are available and are maintained. | — | — | — | x |
| 12. A budget is provided for supplies | — | — | — | x |
| 13. Provision is made for regular maintenance and replacement of tools and equipment. | — | — | x | — |
| 14. A facility is designated for art instruction which contains adequate space, storage and clean-up facilities. | — | — | — | x |

Aesthetic Judgement

The learner will:

- become aware that he can view, consider, and evaluate art works
- develop ability to make aesthetic judgements beyond statements of mere preference

IV. INSTRUCTIONAL MATERIALS - ART

List below the materials and equipment that are owned by the school. Indicate the degree of use you make of each item by placing a check on the line under the appropriate term.

| | Never | Seldom | Often | Regularly |
|--|--|--------|----------|-----------|
| | Never | Seldom | Often | Regularly |
| | -Not implemented | | | |
| | -Infrequently or rarely the practice | | | |
| | -Frequently but not the usual practice | | | |
| | -Usual practice | | | |
| 1. <u>sketch pads, charcoal pads, poster board</u> | — | — | — | <u>x</u> |
| 2. <u>acrylic paints</u> | — | — | — | <u>x</u> |
| 3. <u>drawing pencils and erasers</u> | — | — | — | <u>x</u> |
| 4. <u>drawing charcoal</u> | — | — | — | <u>x</u> |
| 5. <u>art knives</u> | — | — | — | <u>x</u> |
| 6. <u>pen points, pen holders, and ink wells</u> | — | — | — | <u>x</u> |
| 7. <u>scratchboard and scratch knives</u> | — | — | <u>x</u> | — |
| 8. <u>rulers</u> | — | — | — | <u>x</u> |
| 9. <u>paintbrushes</u> | — | — | — | <u>x</u> |
| 10. <u>drawing tables</u> | — | — | — | <u>x</u> |

* students purchase these materials (#1-9)
from the school

V. GENERAL EVALUATION STATEMENTS - ART

1. What do you consider the strengths of your Art program?
 - both classes integrate practice in art techniques with history of fine art
 - practice is given in several media, as well as in two and three dimensional concepts
 - many students are being introduced to fine art for the first time
2. Describe areas of concern you may have regarding your Art program.
 - Since these art classes are new, a new system needs to be worked out for the replacement and maintenance of supplies. Present system could be clearer.
 - More support from administration regarding maintenance of art building, etc.
3. Give at least one example of how your Art program is achieving the instructional goals listed on page 35 or the school's statement of philosophy and objectives.
 - Students took field trip Oct. 10 to Seattle Art Museum to examine famous works of art
 - Students explored different art careers by viewing films on art professions.
 - Students contributed to their school environment by preparing an art display for the entire school
 - Students learned art history by researching and preparing projects dealing with important artists
4. Describe briefly any long-range plans you have for your Art program.
 - offer more courses such as Painting and Ceramics
 - make art classes become a more rigorous part of curriculum
5. List additional materials you would consider useful for enriching your Art program.
 - desk lamps
 - shades for windows to control lighting
 - adequate storage for individual student supplies

SUBJECT AREA: BIBLE/RELIGION

List the teachers in this subject area and supply the information requested for each class taught.

Teacher Load and Course Data.

| Teacher | Course Titles | Denominational Endorsement (Yes or No) | Required or Elective | Grade Level | Enrollment | Credit Value | Per Week | |
|-----------------|----------------|--|----------------------|-------------|------------|--------------|----------------|---------------|
| | | | | | | | No. of Periods | Total Minutes |
| 1. Orlin McLean | Youth Guidance | Yes | R | 12 | 26 | 10 | 5 | 225 |
| | Youth Guidance | Yes | R | 12 | 31 | 10 | 5 | 225 |
| | Youth Guidance | Yes | R | 12 | 29 | 10 | 5 | 225 |
| | Youth Guidance | Yes | R | 12 | 30 | 10 | 5 | 225 |
| | | | | | | | | |
| 2. Walt Koehn | Bible Docs. | Yes | R | 11 | 24 | 10 | 5 | 225 |
| | Bible Docs. | Yes | R | 11 | 24 | 10 | 5 | 225 |
| | Bible Docs. | Yes | R | 11 | 28 | 10 | 5 | 225 |
| | Bible Docs. | Yes | R | 11 | 32 | 10 | 5 | 225 |
| | Bible Docs. | Yes | R | 11 | 28 | 10 | 5 | 225 |
| | With God | Yes | R | 9 | 21 | 10 | 5 | 225 |
| 3. Roger Worley | With God | No | R | 9 | 33 | 10 | 5 | 225 |
| | With God | No | R | 9 | 17 | 10 | 5 | 225 |
| | God's Church | No | R | 9 | 27 | 10 | 5 | 225 |
| | God's Church | No | R | 9 | 26 | 10 | 5 | 225 |
| | God's Church | No | R | 9 | 31 | 10 | 5 | 225 |
| 4. John Gatchet | God's Church | Yes | R | 9 | 30 | 10 | 5 | 225 |

Provide information for each teacher on professional growth, in-service activities for the last three years and the current memberships in professional organizations.

Professional Activities.

| Teacher | Professional Growth, In-Service | Professional Memberships |
|--------------------|---|--|
| 1. Orlin McLean | NPUC Teacher's Convention 1983 WA Minister's-Teacher's Retreat, Hope, BC 85 | NPUC |
| 2. John F. Gatchet | NPUC Media Center Workshop Guidance Counselor Workshop Walla Walla College 83-85 NPUC Social Studies Workshop Computer Class LAA 84 | Adventist Student Personnel Assoc. American Assoc. for Counseling and Development Association of SDA Educators |
| 3. | WWC Computer Class 83 NPUC Teachers Convention Washington Conf. Hope Retreat | |
| 3. Walt Koehn | | NPUC |
| 4. Roger Worley | Teachers Convention Hope, BC | |

BIBLE/RELIGION

I. INTRODUCTORY STATEMENT

"The science of redemption . . . is the highest study in which it is possible for man to engage." Education, p. 126. The source book for this study is the word of God and as such should be given a central position in the curriculum.

Christians understand that the only people who will be trusted with eternal life are those who have demonstrated a faith in God. Faith is possessed by those people who know God so well that they trust Him implicitly. Their knowledge of God evokes both love and admiration for Him. They have come to believe, based upon more-than-adequate evidence, that God is trustworthy. They accept whatever He says, whatever He offers; they do whatever He wishes, and will continue to do so throughout eternity.

II. INSTRUCTIONAL GOALS

List the instructional goals for Bible/Religion as approved by the school's curriculum committee or faculty. (Use the Union Curriculum Guide and the NAD Framework for Religion 9-12 as references.)

1. To present Jesus Christ as the sinners only hope, and to provide an atmosphere that will enhance the personal acceptance of Jesus as Saviour.
2. To present the Bible as God's inspired word and the means for learning God's will for the life, and assist students in the development of personal Bible study time.
3. To offer support of the fundamental teachings of the SDA church and encourage commitment to these.
4. To identify the importance of personal values and encourage the development of a personal value system in the Christian context.
5. To demonstrate the superiority of the Christian life-style as a model for life and to encourage students growth in this area.
6. To model a Christian life before the students that will attract them to Christ and His teachings.
7. To lead the students into a personal investigation of the role of Ellen G. White as an inspired messenger of God to the SDA church.
8. To enable the students to understand the origin and development of the institution we call "church" and provide opportunities for the student to discover from scripture the primary purpose of God's church, which is, to present His law and gospel to the world.
9. To provide knowledge concerning mankind's identity. To show that man's origin and purpose in this life comes from a friendly God who is the creator and sustainer of this planet.

III. CRITERIA STATEMENTS -BIBLE/RELIGION

The following criteria provide a basis for evaluating your program. Indicate your practice by placing a check on the line under the appropriate term.

Explanation of terms in the rating scale:

| | |
|-----------|---|
| Never | - Not implemented |
| Seldom | - Infrequently but rarely the practice |
| Often | - Frequently but not the usual practice |
| Regularly | - Usual practice |

| | Never | Seldom | Often | Regularly |
|--|-------|--------|-------|-----------|
| 1. The Union Curriculum Guide for Bible/Religion and/or the North American Division Framework for Religion K-12 is used as a basic resource when planning the Bible classes. | 2 | — | 1 | 1 |
| 2. The General Conference textbooks are used as the basic text for the Bible classes. | — | — | — | 4 |
| 3. Instructional objectives are clearly stated and relate directly to the general goals for each course. | — | — | 1 | 3 |
| 4. The instructional objectives (including expected learning outcomes) are clearly presented to the students. | — | 1 | — | 3 |
| 5. The instructional objectives form the basis for evaluating student progress. | — | 1 | — | 3 |
| 6. The instructional program gives consideration to the needs, abilities, and interests of students as well as to subject matter. | — | — | 2 | 2 |
| 7. The Bible is used as the primary source of spiritual knowledge and insight. | — | — | 1 | 3 |
| 8. The writings of Ellen White are used to clarify meanings of Biblical concepts, principles, and events. | — | — | 3 | 1 |
| 9. Opportunity is provided for students to make personal commitment to and acceptance of Biblical truths as Seventh-day Adventist Christians. | — | — | 1 | 3 |
| 10. Students are encouraged to develop and practice a variety of Bible study skills. | — | — | 1 | 3 |
| 11. Opportunity is provided for students to participate in witnessing/service activities as a part of the Bible program. | 1 | 2 | 1 | — |
| 12. Opportunity is provided for students to clarify and develop personal values through prayer, Bible study, and experience. | — | 1 | 1 | 2 |
| 13. Learning experiences encourage students to appreciate and practice the basic Biblical doctrines which unite Seventh-day Adventists. | — | — | 2 | 2 |

- | | Never | Seldom | Often | Regularly |
|---|-------|--------|-------|-----------|
| 14. Learning experiences challenge students to a sense of urgency based on the mission and message of the Seventh-day Adventist Church. | — | — | 2 | 2 |
| 15. Students are encouraged to ask questions, to think for themselves, and to base conclusions on Scriptural evidence. | — | — | 1 | 3 |

IV. INSTRUCTIONAL MATERIALS - BIBLE/RELIGION

Check the school-owned items on the line to the left of the items. Indicate the degree of use you make of each item by placing a check on the line under the appropriate term.

Explanation of terms in the rating scale:

| | |
|-----------|---|
| Never | - Not implemented |
| Seldom | - Infrequently or rarely the practice |
| Often | - Frequently but not the usual practice |
| Regularly | - Usual practice |

| | Never | Seldom | Often | Regularly |
|--|-------|--------|-------|-----------|
| <input type="checkbox"/> SDA Bible textbooks (Breakthrough Series) | — | — | — | 4 |
| <input type="checkbox"/> Teacher's guides | 2 | — | 1 | 1 |
| <input type="checkbox"/> Bibles in several versions | — | — | 1 | 3 |
| <input type="checkbox"/> Bible maps | 2 | 1 | 1 | — |
| <input type="checkbox"/> Bible pictures | 2 | 2 | — | — |
| <input type="checkbox"/> Bible dictionary | 1 | 2 | 1 | — |
| <input type="checkbox"/> Filmstrips and/or slides | — | 4 | — | — |
| <input type="checkbox"/> Ellen White publications | — | — | 3 | 1 |
| <input type="checkbox"/> SDA Bible Commentaries | 1 | 2 | 1 | — |
| <input type="checkbox"/> Supplementary books | 1 | 3 | — | — |
| <input type="checkbox"/> Tapes/cassettes, recordings | — | 4 | — | — |
| <input type="checkbox"/> Concordance | — | 2 | 2 | — |
| <input type="checkbox"/> Videos | — | 1 | 1 | — |
| <input type="checkbox"/> Films | — | 2 | — | — |

V. GENERAL EVALUATION STATEMENTS - BIBLE/RELIGION

- 1. What do you consider the strengths of your Bible program?**

Variety of Bible teachers
Spirit of rapport and unanimity among Bible staff
Regular weekly meeting of Bible staff prior to the current year.

- 2. Describe areas of concern you may have regarding your Bible program.**

Lack of visual aids and resource materials
Student textbook too shallow
Lack of practical application of lessons learned in Bible class
Freshman Bible class size too large
Need of Bible class of non-Adventist students

- 3. Give at least one example of how your Bible program is achieving the instructional goals listed on page 40 or the school's statement of philosophy and objectives.**

All of the Bible teachers consistently present Jesus Christ as the sinner's only hope and seek opportunities to invite students to accept him as their Saviour.

Each of the Bible teacher's present the Bible as God's inspired word and the basis for identifying God's will for the life. Different approaches are utilized to encourage the development of personal Bible study.

- 4. Describe briefly any long-range plans you have for your Bible program.**

To encourage the appointment of a person who would be given the opportunity and the time to organize a Bible lab program.

To find ways to assist and and measure moral growth and development among the student body.

- 5. List additional materials you would consider useful for enriching your Bible program.**

Testing materials based upon the General Conference textbooks.

Video materials appropriate for Bible curriculum.

SUBJECT AREA: BUSINESS EDUCATION

List the teachers in this subject area and supply the information requested for each class taught.

Teacher Load and Course Data.

| Teacher | Course Titles | Denominational Endorsement (Yes or No) | Required or Elective | Grade Level | Enroll- ment | Credit Value | Per Week | |
|------------------|-----------------|--|----------------------------|----------------|-----------------|-----------------|-------------------|------------------|
| | | | | | | | No. of Periods | Total Minutes |
| 1. Mary Willison | Typing I | Yes | R | 9-12 | 34 | 10 | 5 | 225 |
| | Typing I | Yes | R | 9-12 | 32 | 10 | 5 | 225 |
| | Typing I | Yes | R | 9-12 | 32 | 10 | 5 | 225 |
| | Office Practice | Yes | E | 11 | 16 | 10 | 5 | 225 |
| | Word Processing | Yes | E | 12 | 12 | 5 | 5 | 225 |
| | Ranier Vista | No | E | 9-12 | 5 | 10 | 5 | 225 |
| 2. Bob Willison | Accounting | Yes | E | 11-12 | 18 | 10 | 5 | 225 |
| | | | | | | | | |
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Provide information for each teacher on professional growth, in-service activities for the last three years and the current memberships in professional organizations.

Professional Activities.

| Teacher | Professional Growth, In-Service | Professional Memberships |
|------------------|---|--------------------------|
| 1. Mary Willison | classwork: Boston University Seattle University Walla Walla Bus. Ed. Seminar Curriculum Comm. NPUC | |
| 2. Bob Willison | Business Ed. Seminar | |
| 3. | | |

BUSINESS EDUCATION

I. INTRODUCTORY STATEMENT

The business education program in Seventh-day Adventist schools is based on the Biblical principle of service to God and man. The acceptance of this concept gives meaning to the Biblical-based belief in God's ownership of all resources. To assist in developing acquired and endowed capabilities, business education should be available to all students.

Business education embraces four interrelated, yet distinct areas; namely, self-realization, human relationships, economic efficiency, and stewardship. Learning experiences in these areas assist in the development of a perspective that is unique to Seventh-day Adventist education.

II. INSTRUCTIONAL GOALS

List the instructional goals for Business Education as approved by the school's curriculum committee or faculty. (Use the Union Curriculum Guide and the NAD Framework for Secondary Business Education as references.)

1. Providing skills by which a student may be prepared for job-entry level work opportunities.
2. Acquainting students with employment opportunities and career choices in business
3. Provides tools for greater success in further educational pursuits.
i.e. typing skills, personal finance, word processing, etc.
4. Encouraging 'creative thinking' and problem solving skills.
5. Realizing and understanding the contribution of 'good stewardship' in any work situation - business or otherwise. The value of time-on-task, team membership, human relationships, influences, honesty, pride in work, etc.

III. CRITERIA STATEMENT - BUSINESS EDUCATION

The following criteria provide a basis for evaluating your program. Indicate your practice by placing a check on the line under the appropriate term.

Explanation of terms in the rating scale:

| | |
|-----------|--|
| Never | -Not implemented |
| Seldom | -Infrequently or rarely the practice |
| Often | -Frequently but not the usual practice |
| Regularly | -Usual practice |

| | Never | Seldom | Often | Regularly |
|--|-------|--------|----------|-----------|
| 1. The content, concepts, skills and values listed in the Union Curriculum Guide, which is based on the <u>NAD Framework for Secondary Business Education</u> , form the basis for the business education program. | — | — | — | <u>x</u> |
| 2. The union-adopted textbooks are used in each class. | — | — | — | <u>x</u> |
| 3. Instructional objectives are clearly stated and relate directly to the general goals for each course. | — | — | — | <u>x</u> |
| 4. The instructional objectives (including expected learning outcomes) are clearly presented to the students. | — | — | — | <u>x</u> |
| 5. The instructional objectives form the basis for evaluating student progress. | — | — | — | <u>x</u> |
| 6. The instructional program gives consideration to the needs, abilities and interests of students as well as to subject matter. | — | — | — | <u>x</u> |
| 7. The business education program provides for career awareness and exploration of career opportunities and requirements. | — | — | <u>x</u> | — |
| 8. Specialized business courses are determined after analysis of the present and future needs of consumers, citizens, and workers in the community. | — | — | — | <u>x</u> |
| 9. Vocational business education emphasizes skill development, personal, and social competencies, as well as instruction in employer-employee relations. | — | — | — | <u>x</u> |
| 10. Courses emphasize the importance of Christian ethical practices and standards for the conduct of business. | — | — | — | <u>x</u> |
| 11. Human and material community resources are utilized in planning, developing, and implementing the instructional program. | — | — | — | <u>x</u> |
| 12. Business education facilities are adequate for the scope of course offerings. | — | — | — | <u>x</u> |

| | Never | Seldom | Often | Regularly |
|---|-------|--------|-------|-----------|
| 13. Sufficient equipment is available for adequate learning experiences in each business education class. | — | — | — | X |
| 14. Plans and annual budget provisions are made for maintenance and replacement of instructional equipment. | — | — | X | — |
| 15. Furnishings and equipment are arranged to assure maximum safety to students. | — | — | — | X |
| 16. Instruction is readily adapted to changes taking place in business. | — | — | — | X |
| 17. Business education courses provide students with minimum competency in job entry skills. | — | — | — | X |

IV. INSTRUCTIONAL MATERIALS - BUSINESS EDUCATION

Check the school-owned equipment and instructional materials related to business education courses on the line to the left of the items. Indicate the degree of use you make of each item by placing a check on the line under the appropriate term.

Explanation of terms in the rating scale:

Never - Not implemented
 Seldom - Infrequently or rarely the practice
 Often - Frequently but not the usual practice
 Regularly - Usual practice

| | Never | Seldom | Often | Regularly |
|--|--------------|--------------|--------------|--------------|
| <u> x </u> Typewriter, electric | — | — | — | <u> x </u> |
| <u> </u> Typewriters, manual | <u> x </u> | — | — | — |
| <u> x </u> Adding Machine | — | — | — | <u> x </u> |
| <u> x </u> File cabinets | — | — | — | <u> x </u> |
| <u> x </u> Wall charts for typing | — | — | — | <u> x </u> |
| <u> x </u> Dictating/transcribing machines | — | — | — | <u> x </u> |
| <u> x </u> Typewriter tables | — | — | — | <u> x </u> |
| <u> x </u> Demonstration table | — | — | — | <u> x </u> |
| <u> </u> Films | — | <u> x </u> | — | — |
| <u> </u> Filmstrips | — | <u> x </u> | — | — |
| <u> x </u> Office machines | — | — | — | <u> x </u> |
| <u> </u> Calculators | — | — | — | — |
| <u> </u> (Other) | — | — | — | — |
| <u> x </u> Reprographics | — | — | <u> x </u> | — |
| <u> x </u> Computers | — | — | — | <u> x </u> |
| <u> </u> | — | — | — | — |

V. GENERAL EVALUATIVE STATEMENTS - BUSINESS EDUCATION

1. What do you consider the strengths of your Business Education program?

Strengths-- Elem. typewriting class (1 sem.) required. (about 70% continue with second semester or elective
Variety of class offering--typing, word processing, office practice, accounting

Weaknesses-- Word Processing class does not have prerequisite of Typing II
Typing II is not even offered this year, nor shorthand

2. Describe areas of concern you may have regarding your Business Education program.

cont. strengths-- new dictation equipment has been added

Shorthand should be offered regularly.

Classroom space limitations-- 36 work stations is a very large class for beginning typing students who need a lot of individual help with problem solving. Work stations are very cramped.

3. Give at least one example of how your Business Education program is achieving the instructional goals listed on page 45 or the school's statement of philosophy and objectives.

Typing and Word Processing classes provide job-entry level skills for most students.

Office practice class provides additional exposure and skill-building exercises on various machines--10 key, dictaphone, reprographics, filing, office job simulation, etc.

4. Describe briefly any long-range plans you have for your Business Education program.

Replacing classroom typewriters over the next several years with new machines.

5. List additional materials you would consider useful for enriching your Business Education program.

Addition of several electronic typewriters for office practice students.
Exposure to and familiarity with another type of equipment.

CAREER DEVELOPMENT AND
SUBJECT AREA: WORK EXPERIENCE EDUCATION

List the teachers in this subject area and supply the information requested for each class taught.

Teacher Load and Course Data.

| Teacher | Course Titles | Denominational Endorsement (Yes or No) | Required or Elective | Grade Level | Enroll- ment | Credit Value | Per Week | |
|-----------------|------------------------------|--|----------------------------|----------------|-----------------|-----------------|-------------------|------------------|
| | | | | | | | No. of Periods | Total Minutes |
| 1. Orlin McLean | Youth Guidance | Yes | R | 12 | 117 | 10 | 5 | 225 |
| | Spent 9 weeks on Career Unit | | | | | | | |
| | | | | | | | | |
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| 3. | | | | | | | | |
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Provide information for each teacher on professional growth, in-service activities for the last three years and the current memberships in professional organizations.

Professional Activities.

| Teacher | Professional Growth, In-Service | Professional Memberships |
|-----------------|---|---|
| 1. Orlin McLean | NPUC Teachers Convention 1983 WA Minister- Teachers Retreat Hope, Canada- 1985 Counselors Workshop- 1983 and 1984 | American Association for Counseling and Development American School Counselors Association |
| 2. | | |
| 3. | | |

CAREER DEVELOPMENT AND WORK EXPERIENCE EDUCATION

I. INTRODUCTORY STATEMENT

Education, properly implemented, will provide opportunities for students to become oriented to the world of work and to experience productive activity which challenges their individual talents. During the educational experience they should learn the wise exercise of freedom of choice, self-direction, self-discipline, responsibility, and the judicious use of leisure. Career development will prepare students to: 1) meet the practical duties of everyday life; 2) be useful and productive members of the Seventh-day Adventist Church and the society in which they live.

II. INSTRUCTIONAL GOALS

List the instructional goals for Career Development and Work Experience Education as approved by the school's curriculum committee or faculty. (Use the Union Curriculum Guide and the NAD Framework for Career Development K-12 as references.)

Self-Awareness--Develop a sense of self-worth, positive attitudes toward others and the motivation to accomplish personal goals based on the recognition of each person's special God-given talents and the imperatives of the Gospel Commission.

Attitude Development--Develop positive attitudes toward learning, work, leisure and individual and cultural differences; and accept service to God and man as an essential and rewarding concept underlying all endeavors.

Career Awareness and Exploration--Develop an early and continuing awareness of career options and opportunities, exploring them in relation to the mission of the church, to the changing world of work and to the maturing personal values, interests and aptitudes.

Career Planning and Decision Making--Engage in a career development process which assists one to become aware of and accept responsibility for making wise career decisions throughout life.

Career Preparation--Develop competencies needed for progression or entry into the next educational or occupational level.

III. CRITERIA STATEMENTS - CAREER DEVELOPMENT AND WORK EXPERIENCE EDUCATION

The following criteria provide a basis for evaluating the career development and work experience education. Indicate the practice of the school by placing a check on the line under the appropriate term.

Explanation of terms in the rating scale:

| | |
|-----------|--|
| Never | -Not implemented |
| Seldom | -Infrequently or rarely the practice |
| Often | -Frequently but not the usual practice |
| Regularly | -Usual practice |

| | Never | Seldom | Often | Regularly |
|---|-------|--------|-------|-----------|
| 1. Career instruction is an integral part of each content area. | — | — | x | — |
| 2. A variety of experiences are provided to meet individual student needs and interests. | — | x | — | — |
| 3. Provision is made for the training of students in work habits as well as in skills necessary for useful and productive labor. | x | — | — | — |
| 4. Opportunities are provided to acquaint students with jobs which are representative of the entire occupational array. | — | x | — | — |
| 5. Provision is made to acquaint students with the world of work through the use of resource people and visits to a variety of businesses or industries such as a market, office, hospital, or farm. | x | — | — | — |
| 6. Provision is made to acquaint students with employment opportunities in institutions and organizations of the Seventh-day Adventist Church. | — | x | — | — |
| 7. Students are afforded opportunities to sample systematically, under school supervision, and with school credit, a variety of work conditions for the purpose of ascertaining their interests, aptitudes, and suitability for the occupation or occupations being explored. | x | — | — | — |
| 8. Provision is made for correlation of classroom instruction with on-the-job experience. | x | — | — | — |
| 9. Provision is made for students to receive credit toward graduation for the time spent in the work experience education program. | x | — | — | — |
| 10. Opportunities are provided for students to acquire the decision-making skills necessary for career choices. | — | — | x | — |

IV. **INSTRUCTIONAL MATERIALS—CAREER DEVELOPMENT
AND WORK EXPERIENCE EDUCATION**

Check the school-owned items. Indicate the degree of use made of each item by placing a check on the line under the appropriate term.

Explanation of terms in the rating scale:

| | |
|-----------|--|
| Never | -Not implemented |
| Seldom | -Infrequently or rarely the practice |
| Often | -Frequently but not the usual practice |
| Regularly | -Usual practice |

| | | | |
|-------|--------|-------|-----------|
| Never | Seldom | Often | Regularly |
|-------|--------|-------|-----------|

| | | | | |
|--|--------------|--------------|-------------|--------------|
| <u> </u> <u>NAD Framework for Career Development K-12</u> | <u> </u> | <u> </u> | <u> </u> | <u> </u> |
| <u> </u> Union Curriculum Guide | <u> </u> | <u> </u> | <u> </u> | <u> </u> |
| <u> x </u> <u>Dictionary of Occupational Titles</u> | <u> </u> | <u> </u> | <u> </u> | <u> x </u> |
| <u> x </u> Career development filmstrips | <u> </u> | <u> </u> | <u> </u> | <u> x </u> |
| <u> </u> Career games | <u> </u> | <u> </u> | <u> </u> | <u> </u> |
| <u> </u> Career aptitude tests | <u> </u> | <u> </u> | <u> </u> | <u> </u> |
| <u> </u> Career skills competency tests | <u> </u> | <u> </u> | <u> </u> | <u> </u> |
| <u> x </u> Career interest inventories | <u> </u> | <u> </u> | <u> </u> | <u> x </u> |
| <u> </u> Career kits | <u> </u> | <u> </u> | <u> </u> | <u> </u> |
| <u> x </u> Career books | <u> </u> | <u> </u> | <u> </u> | <u> x </u> |
| <u> x </u> Career pamphlets | <u> </u> | <u> </u> | <u> </u> | <u> x </u> |
| <u> </u> Career resource guide | <u> </u> | <u> </u> | <u> </u> | <u> </u> |
| <u> x </u> Career file | <u> </u> | <u> </u> | <u> </u> | <u> x </u> |
| <u> x </u> <u>Encyclopedia of Careers and Vocational Guidance</u> | <u> </u> | <u> </u> | <u> </u> | <u> x </u> |
| <u> x </u> <u>Occupational Outlook Handbook</u> | <u> </u> | <u> </u> | <u> </u> | <u> x </u> |
| <u> x </u> Occupational Outlook Quarterly | <u> </u> | <u> </u> | <u> </u> | <u> </u> |
| <u> x </u> <u>You Can Have a Bright Career in Christian Education</u> pamphlet | <u> x </u> | <u> </u> | <u> </u> | <u> </u> |
| <u> </u> <u>The Christian on the Job</u> pamphlet | <u> </u> | <u> </u> | <u> </u> | <u> </u> |
| <u> </u> <u>Work Education: Dignity of Labor</u> pamphlet | <u> </u> | <u> </u> | <u> </u> | <u> </u> |
| <u> x </u> College and vocational school catalogs | <u> </u> | <u> </u> | <u> </u> | <u> x </u> |
| <u> x </u> Professional journals and newsletters | <u> </u> | <u> </u> | <u> </u> | <u> </u> |
| <u> x </u> <u>Handbook on Manpower Needs of the Church for NAD</u> of SDA | <u> </u> | <u> x </u> | <u> </u> | <u> </u> |

**V. GENERAL EVALUATION STATEMENTS - CAREER
DEVELOPMENT AND WORK EXPERIENCE EDUCATION**

1. What do you consider the strengths of your Career Development and Work Experience program.

Proceeds from basis of Holland's six personality types provides opportunity for career exploration. Students are given as many opportunities for self-assessment as money and time permit. Students spend one-half day career-shadowing a person in their field of interest.

2. Describe areas of concern you have regarding your Career Development and Work Experience program.

It is difficult to keep current in career information inadequate tests for student self-assessment. Student expectation of some magical answer to career search. High cost and poor programs in field of programs to assist students--i.e. sigl

3. Give at least one example of how your Career Development and Work Experience program is achieving the instructional goals listed on page 51 or the school's statement of philosophy and objectives.

Students after weighing interests, activities and competencies explore a career consistent with those results. Students spend one-half day career shadowing a person in their field of interest. Class discussions of how values affect career choice.

4. Briefly describe any long-range plans you have for your Career Development and Work Experience program.

Purchase by guidance department of an aptitude test. Purchase of an interest test (preferably one that utilizes the computer). Purchase of additional library material to keep current in field of careers.

5. List additional materials you would consider useful for enriching your Career Development and Work Experience program.

Differential aptitude test or equivalent.
Strong-Campbell interest test or equivalent.
Briggs-Myers personality test or equivalent.

SUBJECT AREA: COMPUTER EDUCATION

List the teachers in this subject area and supply the information requested for each class taught.

Teacher Load and Course Data.

| Teacher | Course Titles | Denominational Endorsement (Yes or No) | Required or Elective | Grade Level | Enroll- ment | Credit Value | Per Week | |
|--------------------|---------------------------|--|----------------------------|----------------|-----------------|-----------------|-------------------|------------------|
| | | | | | | | No. of Periods | Total Minutes |
| 1. Gary Rittenbach | Personal Computing | Yes | R | 10-12 | 23 | 5 | 5 | 225 |
| | 1 sem. Personal Computing | Yes | R | 10-12 | 17 | 5 | 5 | 225 |
| | 2 sem. Personal Computing | Yes | R | 10-12 | 20 | 5 | 5 | 225 |
| | Programming | Yes | E | 10-12 | 10 | 5 | 5 | 225 |
| 2. | | | | | | | | |
| | | | | | | | | |
| | | | | | | | | |
| | | | | | | | | |
| 3. | | | | | | | | |
| | | | | | | | | |
| | | | | | | | | |
| | | | | | | | | |

Provide information for each teacher on professional growth, in-service activities for the last three years and the current memberships in professional organizations.

Professional Activities.

| Teacher | Professional Growth, In-Service | Professional Memberships |
|--------------------|---|--------------------------|
| 1. Gary Rittenbach | Subscribe to: <u>PC</u> , <u>PC World</u> , <u>PC Week</u> and <u>InfoWorld</u> | |
| 2. | | |
| 3. | | |

COMPUTER EDUCATION

I. INTRODUCTORY STATEMENT

With the introduction of the microcomputer, it has become apparent that computers are rapidly becoming one of the most commonly used systems in everyday life. There are a number of areas in which schools can use or be concerned with computers such as; keeping of school financial and students records, computer-assisted instruction, teacher use in tracking student progress, providing students with job entry skills by offering courses in computer programming and helping students develop an awareness of the "world of computers" and how they can and do affect their daily life.

II. INSTRUCTIONAL GOALS

List the instructional goals for Computer Education as approved by the school's curriculum committee or faculty.

1. Provide a required class that will instruct the students in four major areas of computer usage.
 - a. Disk Operating System
 - b. Word processing
 - c. Database applications
 - d. Spreadsheet usage
2. Provide an elective class for learning in depth a full word processing system.
3. Provide an elective class for students to learn programming.
4. Provide computer facilities for specialized instruction in classroom learning.
5. Provide computer facilities for use in classroom administration.

III. CRITERIA STATEMENTS-COMPUTER EDUCATION

The following criteria provide a basis for evaluating your program. Indicate your practice by placing a check on the line under the appropriate term.

Explanation of terms in the rating scale:

| | |
|-----------|--|
| Never | -Not implemented |
| Seldom | -Infrequently or rarely the practice |
| Often | -Frequently but not the usual practice |
| Regularly | -Usual practice |

A. Computer Classes

| | Never | Seldom | Often | Regularly |
|---|-------|--------|-------|-----------|
| 1. The content, concepts, values and skills listed in the Union Curriculum Guide form the basis for the computer education program. | — | — | x | — |
| 2. The union-adopted textbooks are used. | x | — | — | — |
| 3. Instructional objectives are clearly stated and relate directly to the general goals for each course. | — | — | — | x |
| 4. The instructional objectives (including expected learning outcomes) are clearly presented to the students. | — | — | — | x |
| 5. The instructional objectives form the basis for evaluating student progress. | — | — | — | x |
| 6. Provision is made for students to develop critical reading/thinking/listening skills which are related to computers. | — | — | — | x |
| 7. Opportunities are provided for students to understand the functions and interrelatedness of computer system components. | — | — | — | x |
| 8. Provision is made for students to demonstrate a knowledge of the vocabulary of computers, computer systems, hardware, software and BASIC language. | — | — | — | x |
| 9. Opportunities are provided for students to understand the computer's role in such societal problems as automation and changing technology. | — | x | — | — |
| 10. Students are made aware of ethical obligations and legal responsibilities related to computer use. | — | — | — | x |
| 11. The computer education program prepared students for a lifestyle of personal computer usage characterized by computer information retrieval, computer shopping, computerized business transactions and other computerized community services. | — | — | x | — |

| | | Never | Seldom | Often | Regularly |
|-----|---|-------|--------|-------|-----------|
| 12. | A computer(s) is/are readily available for use by students in computer assignments. | — | — | — | x |
| 13. | Opportunities are provided for students to develop a saleable skill. | — | — | — | x |
| 14. | Career information and guidance are an integral part of computer classes. | — | x | — | — |

B. Computer Assisted Instruction (CAI)

| | | | | | |
|----|--|---|---|---|---|
| 1. | Opportunities are provided for the faculty to become aware of ways that a computer may be used as a teaching tool. | — | x | — | — |
| 2. | The faculty has taken advantage of in-service opportunities in computer-assisted instruction. | — | x | — | — |
| 3. | A computer(s) is/are readily available for use by faculty members. | — | — | — | x |
| 4. | Software is available for the various content areas. | — | — | x | — |
| 5. | Teachers use a computer for tracking student progress. | — | — | x | — |
| 6. | Teachers use the computers for specialized instruction. | — | — | x | — |
| 7. | Teachers are encouraged to develop software programs for their subject area. | x | — | — | — |

IV. COMPUTER EQUIPMENT

A. List the school-owned computer equipment.

- 4 - 256K RAM, 2 360K floppy Compaq Portables
- 2 - 256K RAM, 1 360K floppy, 10M hard disk, Compaq portables
- 2 - 512K RAM, 2 360K floppy IBM PC's w/ color monitors
- 3 - 640K RAM, 1 360K floppy 10M hard disk, Compaq Deskpros
- 1 - 256K RAM, 2 360K floppy, Compaq Deskpro

B. List the departments that utilize the computer equipment and indicate how the equipment is used.

Computer Ed.

Personal Computing- Required 1 semester course in using computer applications. Four major areas are covered.

- a. Disk Operating System- using MS-DOS
- b. Word processing- using Volkswriter
- c. Database- using PC-File
- d. Spreadsheet- using Lotus 1-2-3

Programming- 1 semester course in programming in the Pascal language.
Using Turbo Pascal.

Business Ed.

Word Processing- 1 semester course in word processing using Multimate
Accounting- Uses the computers for an accounting module.

English

Rainer Echoes- The school paper uses the computers to publish it.
Freshman English- Vocabulary and reading drills.

Math

Pre-Calculus- Uses the computers for graphing, function analysis and matrix manipulation.

Teaching Admin.- Approximately 1/3 of the teaching staff use the computers for doing grades and typing class materials.

School Admin.- School administrators use the computer for various database applications.

V. GENERAL EVALUATIVE STATEMENTS-COMPUTER EDUCATION

1. What do you consider the strengths of your Computer Education program?
 - a. The IBM and Compaq computers (versus Apple, Radio Shack, or Commodore) and printers.
 - b. A dedicated room with large desks and comfortable chairs.
 - c. Top notch software (MultiMate, Volkswriter, Lotus 1-2-3, etc.)
 - d. Teachers

2. Describe areas of concern you may have regarding your Computer Education program.

Funding the computer lab. Equipment and software aren't cheap and funding is always a problem.

The position of micro-computer manager needs to be recognized as a position that adds to the work load of the staff member. It should count at least the equivalent of one class.

3. Give at least one example of how your Computer Education program is achieving the instructional goals listed on page 56 or the school's statement of philosophy and objectives.

In Personal Computing and Word Processing students are getting experience using the typical software and hardware being used in American business today.

4. Describe briefly any long-range plans you have for your Computer Education program.

- a. We have 12 computers in a lab designed for 16-20. We will continue to add to the hardware that we have.
- b. As we add computers it will become more feasible for larger classes like History, Spanish, English, and Bible to use it.
- c. Add an Advanced Programming class if there is a need.

5. List additional materials and equipment you would consider useful for enriching your Computer Education program.

- a. Upgrade our Lotus 1-2-3 to the latest version.
- b. Get a serious database like dBase III or RBase 5000.

At the time of the last self-study, 5 years ago, Auburn Adventist Academy had just two computers that were used for teaching a programming class and in a few limited administrative applications. Approximately 3 years ago the computer instructor proposed that AAA adopt the concept of a computer lab that would standardize the campus on a single type of computer. This was done because at that time AAA had Apple, TRS-80, and Commodore computers on the campus. Software bought for one computer wouldn't run on another and people trained to use one computer couldn't use another.

The computer instructor chose the IBM PC as the computer because of its power, its business orientation and the fact that, since it was made by IBM, it would eventually dominate the microcomputer market. The computer department's major emphasis now is on using the computers rather than programming. AAA requires all graduates to have a one semester course called Personal Computing. In it four major applications are taught: MS-DOS, word processing (using Volkswriter), database applications (using Lotus 1-2-3). One-semester elective classes are offered in word processing and programming. Also, several courses do use the computers for computer assisted instruction.

DRIVER EDUCATION

I. INTRODUCTORY STATEMENT

The driver education program should be designed to meet the minimum requirements of both theory and practice in the state or province where the academy is located. The theory should emphasize Christian responsibility and adherence to governing laws controlling all aspects of operating motor vehicles. The laboratory phase should allow the student to have learning experiences which involve motor vehicle operation under real and simulated conditions.

II. INSTRUCTIONAL GOALS

List the instructional goals for Driver Education as approved by the school's curriculum committee or faculty. (Use the Union Curriculum Guide and the NAD Framework for Physical Education, Health and Safety as references.)

The development of traffic citizens who will be Christian, competent and responsible users of the highway transportation system.

III. CRITERIA STATEMENT - DRIVER EDUCATION

The following criteria provide a basis for evaluating your program. Indicate your practice by placing a check on the line under the appropriate term.

Explanation of terms in the rating scale:

| | |
|-----------|--|
| Never | -Not implemented |
| Seldom | -Infrequently or rarely the practice |
| Often | -Frequently but not the usual practice |
| Regularly | -Usual practice |

| | Never | Seldom | Often | Regularly |
|--|-------------------------------------|-------------------------------------|--------------------------|-------------------------------------|
| 1. The content, concepts, skills and values listed in the Union Curriculum Guide, which is based on the <u>NAD Framework for Physical Education, Health and Safety</u> , is used as the basic resource when planning the driver education program. | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. The union-adopted textbooks are used. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| 3. Instructional objectives are clearly stated and relate directly to the general goals for driver education. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| 4. The instructional objectives (including expected student outcomes) are clearly presented to the students. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| 5. The instructional objectives form the basis for evaluating student progress. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| 6. The instructional program gives consideration to the needs, abilities and interests of students as well as to subject matter. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| 7. Learning experiences encourage students to have a sense of Christian responsibility for the safety of others and an acceptance of the necessity for traffic laws. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| 8. The number of class hours for both theory and laboratory experience conforms to the requisites of the state or province. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| 9. Prior to in-car instruction, each student driver is screened for serious physical or psychological limitations. | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 10. Students are scheduled for instruction in the laboratory phase of driver education concurrently with or immediately upon the completion of the classroom phase. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| 11. The student course performance record system contains information needed to protect students and school personnel in liability court cases. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |

| | Never | Seldom | Often | Regularly |
|---|-------|--------|-------|-----------|
| 12. The Approved Use and maintenance records are available for each motor vehicle used for instruction. | — | — | — | — |
| 13. Parents receive written communications which describe the driver education course, outline legal responsibilities, and provide information on student achievement. | — | — | — | x |
| 14. Parents receive written communications which furnish guidelines for parent supervision of in-car practice driving. | — | x | — | — |
| 15. The driver education program provides students with learning opportunities in: | | | | |
| a. Perceptual, judgmental and decision-making skills. | — | — | — | x |
| b. Rules of the road, traffic laws, local ordinances and their application in the driving environment. | — | — | — | x |
| c. Signs, signals, highway markings and highway design innovations which require understanding for efficient driving performance. | — | — | — | x |
| d. Effects of alcohol and other drugs on driving performance. | — | — | — | x |
| e. Techniques of coping with emergency situations and adverse environmental factors. | — | — | — | x |
| f. Personal responsibility and Christian concepts of courtesy. | — | — | — | x |
| g. Vehicle maintenance and inspection as it relates to both safety and energy conservation. | — | — | — | x |
| 16. Driver education vehicles used for on-street instruction are equipped with adequate dual control mechanisms. | — | — | — | x |
| 17. Vehicles used for on-street instruction are identified as driver education vehicles with markings in conformance with established state law. | — | — | — | x |
| 18. Official forms for reporting accidents are kept in driver education vehicles at all times. | — | — | — | — |
| 19. A variety of evaluation tools or procedures is available for measuring content, concepts, and perceptual, judgmental and decision-making skills and road performance abilities. | — | — | — | x |

IV. INSTRUCTIONAL MATERIALS - DRIVER EDUCATION

List the school-owned equipment and instructional material used in the driver and traffic safety education program and indicate the degree of use you make of each item by placing a check on the line under the appropriate term.

Explanation of terms in the rating scale:

| | |
|-----------|---|
| Never | - Not implemented |
| Seldom | - Infrequently or rarely the practice |
| Often | - Frequently but not the usual practice |
| Regularly | - Usual practice |

| | Never | Seldom | Often | Regularly |
|--|-------------------------------------|--------------------------|-------------------------------------|-------------------------------------|
| <input type="checkbox"/> Driver education car with dual controls | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| <input type="checkbox"/> Reaction reflex timer | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> Perception vision evaluation | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> Wall charts with road markings | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> Safety films | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
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| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

V. GENERAL EVALUATIVE STATEMENTS - DRIVER EDUCATION

1. What do you consider the strengths of your Driver Education program?
 - a. Individualized learning modules to allow students to progress at their own rate.
 - b. Class times allows students to enter the course at various times of the day.
 - c. A fully updated and approved program.
2. Describe areas of concern you may have regarding your Driver Education program.

3. Give at least one example of how your Driver Education program is achieving the instructional goals listed on page 62 or the school's statement of philosophy and objectives.

The course covers all of the concepts necessary to acquaint the individual with the driving task, prepare and control the vehicle, dealing with limited space, intersections, traffic flow, lane changes, passing, vehicle malfunctions, driving in city and freeway environments, obtaining a drivers license, markings and signs, etc.

4. Describe briefly any long-range plans you have for your Driver Education program.
 - a. To more fully develop and refine the modules so they are more meaningful.
 - b. To provide even more audio-visuals than are currently offered.

5. List additional materials you would consider useful for enriching your Driver Education program.

Additional A/V materials; i.e. Traffic board, traffic signs, etc.

SUBJECT AREA: ENGLISH

List the teachers in this subject area and supply the information requested for each class right.

Teacher Load and Course Data.

| Teacher | Course Titles | Denominational Endorsement (Yes or No) | Required or Elective | Grade Level | Enrollment | Credit Value | Per Week | |
|--------------------|----------------------|--|----------------------|-------------|------------|--------------|----------------|---------------|
| | | | | | | | No. of Periods | Total Minutes |
| 1. Pam Beitzel | World Literature | Yes | Elect. | 12 | 70 | 5 | 15 | 675 |
| | Writing II | Yes | Req. | 10 | 59 | 5 | 10 | 450 |
| | Journalism | Yes | Elect. | 12 | 13 | 10 | 5 | 225 |
| | College Writing | Yes | Elect. | 12 | 23 | 5 | 5 | 225 |
| | English Literature | Yes | Req. | 11 | 84 | 5 | 15 | 675 |
| 2. Ann Jaramio | Writing III | Yes | Req. | 11 | 87 | 5 | 15 | 675 |
| | Basic Writing | Yes | Elect. | 12 | 18 | 5 | 5 | 225 |
| | Biblical Literature | Yes | Elect. | 11 | 60 | 5 | 10 | 450 |
| | Writing III | Yes | Req. | 11 | 56 | 5 | 10 | 450 |
| | Writing I | Yes | Req. | 9 | 9 | 5 | 5 | 225 |
| 3. Gail Rittenbach | American Literature | Yes | Req. | 10 | 84 | 5 | 15 | 675 |
| | Writing II | Yes | Req. | 10 | 30 | 5 | 5 | 225 |
| | Intro. to Literature | Yes | Req. | 9 | 67 | 5 | 10 | 450 |
| | Creative Writing | Yes | Elect. | 12 | 45 | 5 | 10 | 450 |
| | Reading Development | Yes | Elect. | 10&12 | 16 | 5 | 5 | 225 |
| | American Literature | Yes | Req. | 10 | 35 | 5 | 5 | 225 |

Provide information for each teacher on professional growth, in-service activities for the last three years and the current memberships in professional organizations.

Professional Activities.

| Teacher | Professional Growth, In-Service | Professional Memberships |
|----------------|--|---|
| 1. Pam Beitzel | Adventist English Association Loma Linda, August 1985- gave a paper READ Conference-Spring 1985 Paul Diehl-Writing Across Curriculum Workshop | National Council of Teachers of English Adventist English Association |
| 2. Ann Jaramio | WMC Writing Workshop 1984 NPUC English teachers workshop 1985 Chairperson, NPUC English textbook Committee- 1985 | WCTE, NCTE |
| 3. | Member, Evaluation Committee, Milo Academy 1984 Washington Communications Convention, Oct. 1985 | |

SUBJECT AREA: ENGLISH

List the teachers in this subject area and supply the information requested for each class taught.

Teacher Load and Course Data.

| Teacher | Course Titles | Denominational Endorsement (Yes or No) | Required or Elective | Grade Level | Enroll- ment | Credit Value | Per Week | |
|------------------------|-------------------|--|----------------------------|----------------|-----------------|-----------------|-------------------|------------------|
| | | | | | | | No. of Periods | Total Minutes |
| <u>1. Laurie Herr</u> | <u>Writing II</u> | Yes | Req. | 10 | 32 | 5 | 5 | 225 |
| | <u>Writing I</u> | Yes | Req. | 10 | 50 | 5 | 10 | 450 |
| | | | | | | | | |
| | | | | | | | | |
| <u>2. Orlin McLean</u> | <u>Speech</u> | Yes | Elect. | 12 | 22 | 5 | 5 | 225 |
| | | | | | | | | |
| | | | | | | | | |
| | | | | | | | | |
| <u>3.</u> | | | | | | | | |
| | | | | | | | | |
| | | | | | | | | |
| | | | | | | | | |

Provide information for each teacher on professional growth, in-service activities for the last three years and the current memberships in professional organizations.

Professional Activities.

| Teacher | Professional Growth, In-Service | Professional Memberships |
|---------------------------|--|--|
| <u>1. Gail Rittenbach</u> | Candidate in Philosophy- 1982 UW R.E.A.D. Conference-Oct. 1984 P. Union Workshop-Gave presentation 1983 | Phi Lambda Theta Adventist English Association NCTE- 1 year |
| <u>2. Laurie Herr</u> | NPUC English Teachers Workshop, Oct. 1984 R.E.A.D. Conference-Spring 1985 Washington Conference Pastor-Teacher Retreat-Aug 1985 | Adventist English Association |
| <u>3. Orlin McLean</u> | 1985 Ministers-Teachers Retreat- Hope, Canada NPUC Teachers Meeting 1983 1983, 1984- Counselors Workshop | American Association of Counseling and Development American School Counselors Association |

ENGLISH

I. INTRODUCTORY STATEMENT

"The chief requisite of language is that it be pure and kind and true, . . . the outward expression of an inward grace." Education, p. 235. Listening, speaking, reading, and writing with ease and accuracy are tools not only for learning but for living. The study of English is therefore basic to the educational program since it attempts to provide students with the skills of communication. Seventh-day Adventist education further recognizes that these skills are essential for comprehending and sharing the good news of salvation with others.

II. INSTRUCTIONAL GOALS

List the instructional goals for English as approved by the school's curriculum committee or faculty. (Use the Union Curriculum Guide and the NAD Framework for Language Arts/Communication K-12 as references.)

THE STUDENT WILL:

Writing

- write in a variety of modes.
- write so the reader can understand his intent and recognize his tone.
- respond critically to peer and professional writing.
- edit his own work for correct grammar, usage and spelling.
- develop his individual style and voice in writing.
- prepare a paper in legible form.
- experiment with new writing forms and technique.
- develop confidence in his ability to write.

Literature

- identify literary elements (i.e. irony, allusion, foreshadowing, figurative language).
- develop an appreciation for great writers that will lead to a lifetime habit of using discrimination in reading.
- understand literature within its historical context.
- recognize and evaluate the ethical values presented in literature.
- further their understanding of human nature through the reading of literature.
- analyze literature in acceptable critical form.
- approach the Bible as literature.

Reading

- Vary rate according to purpose.
- read for pleasure.
- increase reading rate and concomitantly comprehension level.
- increase visual perception.
- Consciously study the history, structure, and meaning of words to increase vocabulary.
- use inferencing skills.
- utilize a study method.

III. CRITERIA STATEMENTS - ENGLISH

The following criteria provide a basis for evaluating your program. Indicate your practice by placing a check on the line under the appropriate term.

Explanation of terms in the rating scale:

| | |
|-----------|---|
| Never | - Not implemented |
| Seldom | - Infrequently or rarely the practice |
| Often | - Frequently but not the usual practice |
| Regularly | - Usual practice |

| | Seldom | Often | Regularly |
|---|----------|----------|------------|
| 1. The content, concepts, skills and values listed in the Union Curriculum Guide, which is based on the <u>NAD Framework for Language Arts/Communication K-12</u> , form the basis for the language arts program. | — | — | <u>1 3</u> |
| 2. The union-adopted textbooks are used in each class. | <u>1</u> | <u>2</u> | <u>1 1</u> |
| 3. Instructional objectives are clearly stated and relate directly to the general goals of each course. | — | <u>1</u> | <u>— 4</u> |
| 4. The instructional objectives (including expected learning outcomes) are clearly presented to the students. | — | <u>1</u> | <u>— 4</u> |
| 5. The instructional objectives form the basis for evaluating student progress. | — | — | <u>1 3</u> |
| 6. The instructional program gives consideration to the needs, abilities, and interests of the students as well as to subject matter. | — | — | <u>3 2</u> |
| 7. Instructional materials are in agreement with Seventh-day Adventist values. | — | — | <u>— 5</u> |
| 8. Vocabulary development and maintenance is emphasized in each class. | — | — | <u>3 2</u> |
| 9. Accuracy in spelling is encouraged in all written work. | — | <u>1</u> | <u>2 3</u> |
| 10. The practical application of grammar to written and spoken communication is emphasized. | — | <u>1</u> | <u>2 3</u> |
| 11. Legibility is encouraged in all written work. | — | — | <u>1 4</u> |
| 12. Practice is provided in a variety of writing styles. | <u>1</u> | — | <u>— 4</u> |
| 13. Learning experience is provided in appropriate and accurate use of source materials for preparing research and library-oriented assignments. | — | — | <u>4 1</u> |
| 14. Each student is encouraged to develop his own writing style. | <u>1</u> | — | <u>— 4</u> |

| | Never | Seldom | Often | Regularly |
|---|-------|--------|-------|-----------|
| 15. Students are encouraged to respect and evaluate opinions expressed by others. | — | — | 2 | 3 |
| 16. Provision is made for remedial reading instruction. | 3 | 2 | — | — |
| 17. Reading materials are provided at the appropriate levels for the students. | 1 | 1 | — | 3 |
| 18. Formal reading instruction is an integral part of the appropriate English course. | 1 | — | 2 | 2 |
| 19. The instructional program emphasizes speaking and listening skills. | — | — | — | 5 |
| 20. The study of literature emphasizes and encourages: | | | | |
| a. clarification and acceptance of values which harmonize with Biblical principles. | 1 | — | — | 4 |
| b. creative expression. | 1 | — | 1 | 3 |
| c. critical and independent thinking. | 1 | — | — | 4 |
| d. enjoyment of reading as a leisure time activity. | 1 | — | 1 | 3 |
| 21. Opportunities are provided for students to be exposed to selections from representative minority authors. | 1 | — | 1 | 3 |
| 22. Opportunities are provided for students to be exposed to a variety of genre: biographies, short stories, essays, drama, and poetry. | 1 | — | — | 4 |
| 23. Paperbacks and supplementary hardback books, magazines, and newspapers are used. | 1 | — | 2 | 2 |
| 24. Provision is made for the study of non-print media. (i.e. film, television) in the overall program. | 1 | — | 1 | 3 |
| 25. Opportunities are provided for students to develop discrimination in the choice of print and non-print media for personal use. | 1 | — | 1 | 2 |

*The "never" responses concerning literature and writing merely reflect the fact that literature and writing are not taught in speech class.

IV. INSTRUCTIONAL MATERIALS - ENGLISH

Check the school-owned items on the line to the left of each item. Indicate the degree of use you make of each item by placing a check on the line under the appropriate term.

Explanation of terms in the rating scale.

Never - Not implemented
Seldom - Infrequently or rarely the practice
Often - Frequently but not the usual practice
Regularly - Usual practice

| | Never | Seldom | Often | Regularly |
|------------------------------------|-------|--------|-------|-----------|
| ___ Union-adopted curriculum guide | ___ | 2 | 1 | 1 |
| ___ Adopted textbooks | ___ | 2 | 1 | 1 |
| ___ Recordings | 1 | 1 | 2 | ___ |
| ___ Paperback books | ___ | ___ | 2 | 2 |
| ___ Book of Synonyms and Antonyms | ___ | 1 | 1 | 2 |
| ___ Picture files | ___ | ___ | 1 | 2 |
| ___ Thesaurus | ___ | ___ | 3 | 1 |
| ___ Dictionaries | ___ | ___ | ___ | 4 |
| ___ Tapes | ___ | 1 | ___ | 1 |
| ___ Films | ___ | ___ | 1 | 3 |
| ___ Filmstrips | ___ | ___ | 1 | 2 |
| ___ Video-tape cassettes | ___ | ___ | 1 | 3 |
| ___ Charts | ___ | 1 | 1 | 1 |
| ___ Overhead transparencies | ___ | ___ | 2 | 2 |
| ___ (Other) magazines | ___ | ___ | ___ | 1 |
| ___ | ___ | ___ | ___ | ___ |
| ___ | ___ | ___ | ___ | ___ |

V. GENERAL EVALUATION STATEMENTS - ENGLISH

1. What do you consider the strengths of your English program?
 - a. elective courses on the junior and senior levels
 - b. excellent, carefully chosen software resources
 - c. funding for attendance at conventions
 - d. emphasis on the writing process
 - e. grouping of English offices and classrooms to maximize departmental cohesiveness
 - f. balanced curriculum which stresses writing, literature, reading, and speech
2. * Describe the areas of concern you may have regarding your English program.
 - a. no provision for remedial work or remedial reading
 - b. large number of students in writing classes
 - c. not enough developmental reading sections
 - d. large teacher loads, both full time and part time
3. Give at least one example of how your English program is achieving the instructional goals listed on page 68 or the school's statement of philosophy and objectives.
 - a. The writing program on all four levels requires students to compose in several genres and to share their writing with their peers.
 - b. Students take turns giving impromptu speeches weekly; the audience must evaluate and provide constructive criticism.
 - c. Students learn vocabulary lessons weekly and are encouraged to use these new words.
 - d. Students read and analyze news articles, form their own opinions, and write letters to the editor voicing these opinions.
4. Describe briefly any long-range plans you have for your English program.
 - a. cooperate in a conference-wide Young Writers' Day
 - b. continue to move students toward wider use of word processors in composition classes
 - c. more electives at senior level
 - d. involve students regularly with outside audiences via contests, etc.
5. List additional materials you would consider useful for enriching your English program.

additional video cassettes

SUBJECT AREA: HEALTH EDUCATION

List the teachers in this subject area and supply the information requested for each class taught.

Teacher Load and Course Data.

| Teacher | Course Titles | Denominational Endorsement (Yes or No) | Required or Elective | Grade Level | Enroll- ment | Credit Value | Per Week | |
|-----------------------------|---------------|--|----------------------------|----------------|-----------------|-----------------|-------------------|------------------|
| | | | | | | | No. of Periods | Total Minutes |
| 1. _____ | | | | | | | | |
| No health class as such. | | | | | | | | |
| | | | | | | | | |
| | | | | | | | | |
| | | | | | | | | |
| 2. Judith Toop | Biology | yes | R | 10 | 48 | 10 | 5 | 225 |
| | | | | | | | | |
| | | | | | | | | |
| | | | | | | | | |
| | | | | | | | | |
| 3. Grace Grattias | Biology | yes | R | 10 | 50 | 10 | 5 | 225 |
| | | | | | | | | |
| | | | | | | | | |
| | | | | | | | | |
| | | | | | | | | |

Provide information for each teacher on professional growth, in-service activities for the last three years and the current memberships in professional organizations.

Professional Activities.

| Teacher | Professional Growth, In-Service | Professional Memberships |
|----------|---------------------------------|--------------------------|
| 1. _____ | | |
| 2. _____ | | |
| 3. _____ | | |

HEALTH EDUCATION

I. INTRODUCTORY STATEMENT

Physical fitness and health vitally affect the development of the body, mind and soul. By gaining an understanding of the delicate relationship between the mind and body the student can learn the importance of applying health concepts. The program should assist the student to acquire an understanding of the creative and sustaining power of God and develop a positive attitude toward the proper care, development, and treatment of the body as the temple of God.

II. INSTRUCTIONAL GOALS

List the instructional goals for Health Education as approved by the school's curriculum committee or faculty. Use the Union Curriculum Guide and the NAD Framework for Physical Education, Health and Safety K-12 as references.)

III. CRITERIA STATEMENTS—HEALTH EDUCATION

The following criteria provide a basis for evaluating your program. Indicate your practice by placing a check on the line under the appropriate term.

Explanation of terms in the rating scale:

| | |
|-----------|---|
| Never | - Not implemented |
| Seldom | - Infrequently but rarely the practice |
| Often | - Frequently but not the usual practice |
| Regularly | - Usual practice |

| | Never | Seldom | Often | Regularly |
|---|-------|--------|-------|-----------|
| 1. The content, concepts, values and skills listed in the Union Curriculum Guide, which is based on the <u>NAD Framework for Health, Physical Education and Safety</u> , form the basis for the health education program. | — | — | x | — |
| 2. The union- adopted textbooks are used. | x | — | — | — |
| 3. Instructional objectives are clearly stated and relate directly to the general goals for health education. | x | — | — | — |
| 4. The instructional objectives (including expected student outcomes) are clearly presented to the students. | — | — | — | x |
| 5. The instructional objectives form the basis for evaluating student progress. | — | — | — | x |
| 6. The instructional program gives consideration to the needs, abilities and interests of students as well as to subject matter. | — | — | — | x |
| 7. Instructional materials are in agreement with Seventh-day Adventist values. | — | — | — | x |
| 8. The instructional program emphasizes the relationship that exists between an individual's behavior and health. | — | — | — | x |
| 9. Opportunities are provided for the student to identify the various body systems and functions and their interrelationships. | — | — | — | x |
| 10. Emphasis is placed on assisting students to cope successfully with everyday life and stressful situations. | — | — | x | — |
| 11. The instructional program encourages students to adopt a regular program of exercise. | — | — | x | — |
| 12. A variety of human and material community resources is used to supplement instruction. | — | — | — | x |
| 13. Students are encouraged to evaluate their decisions about their own health practices and to assume responsibility for improvement. | — | — | — | x |

- | | Never | Seldom | Often | Regularly |
|--|-------|--------|----------|-----------|
| 14. The instructional program emphasizes the importance of preventative rather than remedial action. | — | — | — | <u>x</u> |
| 15. Opportunities are provided for students to develop criteria needed to evaluate, select and utilize available health products, services and information. | — | — | — | <u>x</u> |
| 16. Opportunities are provided for students to gain knowledge, understanding and awareness of the use and abuse of selected drugs and other chemicals on psychological and physiological body functions. | — | — | — | <u>x</u> |
| 17. The program emphasizes the SDA philosophy of family life and the role of the student in family relationships throughout the life span. | — | — | — | <u>x</u> |
| 18. The program assists the student to understand the role and contributions of private, public and professional organizations in solving health problems. | — | — | — | <u>x</u> |
| 19. The program assists the student to understand his role in supporting and utilizing community health services. | — | — | <u>x</u> | — |
| 20. Opportunities are provided for students to become aware of career opportunities in health related occupations. | — | — | <u>x</u> | — |
| 21. Provision is made for students to develop knowledge of, and demonstrate judgment and responsibility in, the application of emergency care and the prevention of further injury. | — | — | <u>x</u> | — |
| 22. The program emphasizes the development of an understanding of God's laws and their relationship to the causal preventative and treatment factors of disease. | — | — | — | <u>x</u> |

IV. INSTRUCTIONAL MATERIALS—HEALTH EDUCATION

Check the school-owned items on the line to the left of the items. Indicate the degree of use you make of each item by placing a check on the line under the appropriate term.

Explanation of terms in the rating scale:

| | |
|-----------|--|
| Never | -Not implemented |
| Seldom | -Infrequently or rarely the practice |
| Often | -Frequently but not the usual practice |
| Regularly | -Usual practice |

| | | Never | Seldom | Often | Regularly |
|----------------|--|-------|--------|-------|-----------|
| <u>NA</u> 1. | Union Curriculum Guide | — | — | — | — |
| <u>1</u> 2. | Current periodicals pertaining to health | — | — | x | — |
| <u> </u> 3. | Current periodicals pertaining to health occupations | — | — | — | — |
| <u>8</u> 4. | Charts | — | — | — | x |
| <u>10</u> 5. | Models | — | — | — | x |
| <u> </u> 6. | Reference works | — | — | — | — |
| <u> </u> 7. | | — | — | — | — |
| <u> </u> 8. | | — | — | — | — |
| <u> </u> 9. | | — | — | — | — |
| <u> </u> 10. | | — | — | — | — |

V. GENERAL EVALUATION STATEMENTS—HEALTH EDUCATION

1. What do you consider the strengths of your Health Education program?

It is integrated with other topics such as life science and religious education.

Community resources are used and are numerous in the county.

2. Describe areas of concern you may have regarding your Health Education program.

Because it is integrated with other subjects, it may miss some of the unity of approach which would be typical of a health class as such.

3. Give at least one example of how your Health Education program is achieving the instructional goals listed on page 74 or the school's statement of philosophy and objectives.

Students spend one morning at Children's Orthopedic Hospital to learn about birth defects and genetic diseases. Emphasis on pre-natal drugs/smoking/alcohol effects is strong.

4. Describe briefly any long-range plans you have for your Health Education program.

To involve school health personnel to a greater degree in screening and demonstrating procedures of health and of disease abatement.

5. List additional materials you would consider useful for enriching your Health Education program.

Computer software for demonstration and analysis would make teaching more efficient.

SUBJECT AREA: HOME ECONOMICS

List the teachers in this subject area and supply the information requested for each class taught.

Teacher Load and Course Data.

| Teacher | Course Titles | Denominational Endorsement (Yes or No) | Required or Elective | Grade Level | Enrollment | Credit Value | Per Week | |
|---------------------------|---------------|--|----------------------|-------------|------------|--------------|----------------|---------------|
| | | | | | | | No. of Periods | Total Minutes |
| 1. <u>Shelley Kilgore</u> | Home Ec. I | Yes | R | 9 | 22 | 5 | 5 | 225 |
| | Home Ec. I | Yes | R | 9 | 22 | 5 | 5 | 225 |
| | Home Ec. I | Yes | R | 9 | 21 | 5 | 5 | 225 |
| | Foreign Foods | Yes | E | 12 | 19 | 5 | 5 | 225 |
| | Foreign Foods | Yes | E | 12 | 21 | 5 | 5 | 225 |
| | Child Dev. | Yes | E | 12 | 16 | 5 | 5 | 225 |
| 2. _____ | | | | | | | | |
| | | | | | | | | |
| | | | | | | | | |
| | | | | | | | | |
| | | | | | | | | |
| 3. _____ | | | | | | | | |
| | | | | | | | | |
| | | | | | | | | |
| | | | | | | | | |
| | | | | | | | | |

Provide information for each teacher on professional growth, in-service activities for the last three years and the current memberships in professional organizations.

Professional Activities.

| Teacher | Professional Growth, In-Service | Professional Memberships |
|---------------------------|---|---|
| 1. <u>Shelley Kilgore</u> | Anorexic Workshop CWU Human Growth and Development Current issues in parent ed. Secondary school curriculum Computer literacy | Subscribe to: <u>Forecast</u> for Home Ec. and <u>What's</u> New in Home Ec. <u>Sew News</u> <u>American Baby</u> |
| 2. _____ | Sewing Expo. | |
| 3. _____ | | |

HOME ECONOMICS

I. INTRODUCTORY STATEMENT

Home economics instruction influences the physical, mental, social and moral development of an individual and should assist the student to develop an appreciation for and an understanding of life, especially as it relates to the home and its environs. The courses in home economics should cover food and nutrition, clothing, housing and home furnishing, resource management, child development, and family living which will help individuals and families to cope with life, to relate to each other and to discover God's purpose in their lives.

II. INSTRUCTIONAL GOALS

List the instructional goals for home economics as approved by the school's curriculum committee or faculty. (Use the Union Curriculum Guide and the NAD Framework for Applied Arts as references.)

1. Recognize the sacredness of human life and the responsibility to maintain physical and mental health.
2. Create and maintain Christian living environments that permit the harmonious development of body, mind, and soul.
3. Identify and learn to use available resources to improve home life and meet human needs.
4. Maintain a simplicity in personal life-style that will emphasize human relationships and eternal values.
5. Acquire, before leaving secondary school, the basic skills and knowledge needed for home management and maintenance.
6. Explore opportunities for service in home economics-related occupations and professions.
7. Recognize sexual stereotyping and identify ways to overcome it.

III. CRITERIA STATEMENTS - HOME ECONOMICS

The following criteria provide a basis for evaluating your program. Indicate your practice by placing a check on the line under the appropriate term.

Explanation of terms in the rating scale:

| | |
|-----------|--|
| Never | -Not implemented |
| Seldom | -Infrequently but rarely the practice |
| Often | -Frequently but not the usual practice |
| Regularly | -Usual practice |

| | | | |
|-------|--------|-------|-----------|
| Never | Seldom | Often | Regularly |
|-------|--------|-------|-----------|

1. The content, concepts, values and skills listed in the Union Curriculum Guide, which is based on the NAD Framework for the Applied Arts, form the basis for the home economics program.
2. The union-adopted textbooks are used.
3. Instructional objectives are clearly stated and relate directly to the general goals for each course.
4. The instructional objectives (including expected learning outcomes) are clearly presented to the students.
5. The instructional objectives form the basis for evaluating student progress.
6. The instructional program makes provision for meeting the varying needs, interests and abilities of each student.
7. Instructional materials are in agreement with Seventh-day Adventist concepts and values.
8. There is correlation with other subjects wherever possible.
9. Learning experiences are provided that emphasize the Biblical concept that "Our bodies are the temple of God" and "Whatsoever ye do, do all to the glory of God."
10. The original diet of man is used as a nutrition model.
11. Temperance, simplicity and economy are stressed as appropriate values that are needed.
12. Students are encouraged to be creative and experimentation is allowed.
13. Provision is made for "out-of-school" activities that allow the students to utilize the knowledge they have acquired.

| | | | |
|---|---|---|---|
| — | — | x | — |
| — | — | — | x |
| — | — | x | — |
| — | — | — | x |
| — | — | — | x |
| — | — | — | x |
| — | — | x | — |
| — | — | — | x |
| — | — | x | — |
| — | — | — | x |
| — | — | — | x |

14. Opportunity is provided to aid students to be independent thinkers and to assume responsibility for the consequences of their decisions.
15. Students are provided information about career opportunities in home economics.
16. Students are exposed to a wide range of available equipment and reading materials.

| Never | Seldom | Often | Regularly |
|-------|--------|-------|-----------|
| — | — | — | x |
| — | — | — | x |
| — | — | x | — |

IV. INSTRUCTIONAL MATERIALS - HOME ECONOMICS

Check the school-owned items on the line to the left of the items. Indicate the degree of use you make of each item by placing a check on the line under the appropriate term.

Explanation of terms in the rating scale:

| Frequency of use in home during 1960-1961 | | Never | Seldom | Often | Regularly |
|--|---|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|
| Never | - Not implemented | | | | |
| Seldom | - Infrequently or rarely the practice | | | | |
| Often | - Frequently but not the usual practice | | | | |
| Regularly | - Usual practice | | | | |
| <input checked="" type="checkbox"/> Union Curriculum Guide | | — | <input checked="" type="checkbox"/> | — | — |
| <u>NAD Framework for Applied Arts</u> | | — | — | — | — |
| <input checked="" type="checkbox"/> Union-adopted textbooks | | — | — | — | <input checked="" type="checkbox"/> |
| <input checked="" type="checkbox"/> Reference books | | — | — | <input checked="" type="checkbox"/> | — |
| <input checked="" type="checkbox"/> Charts, posters, pictures, brochures | | — | — | <input checked="" type="checkbox"/> | — |
| <input checked="" type="checkbox"/> Periodicals | | — | — | <input checked="" type="checkbox"/> | — |
| <input checked="" type="checkbox"/> Stoves | | — | — | — | <input checked="" type="checkbox"/> |
| <input checked="" type="checkbox"/> Sewing machines | | — | — | — | <input checked="" type="checkbox"/> |
| <input checked="" type="checkbox"/> Washing machine | | — | — | — | <input checked="" type="checkbox"/> |
| <input checked="" type="checkbox"/> Dryer | | — | — | — | <input checked="" type="checkbox"/> |
| <input checked="" type="checkbox"/> Cooking utensils | | — | — | — | <input checked="" type="checkbox"/> |
| <input checked="" type="checkbox"/> Approved fire extinguishers | never used always ready | <input checked="" type="checkbox"/> | — | — | — |
| <input checked="" type="checkbox"/> Other | | — | — | — | — |
| <u>small appliances</u> | | — | — | — | <input checked="" type="checkbox"/> |

V. GENERAL EVALUATION STATEMENTS - HOME ECONOMICS

1. What do you consider to be the strengths of the Home Economics program?

see page 84a

2. Describe the areas of concern regarding the Home Economics program.

see page 84a

3. Give at least one example of how the Home Economics program is achieving the instructional goals listed on page 80 or the school's statement of philosophy and objectives.

see page 84a

4. Describe briefly any long-range plans for the Home Economics program.

see page 84a

5. List additional materials you would consider useful for enriching the Home Economics program.

see page 84a

1. R: Even with the limitations of the location, we do have a good facility, especially the well-equipped kitchens. There are 10 kitchens, so it means that there are only 2 students per kitchen. We have 5 micro-waves, toasters, blenders and Cuisinart food processors and 2 Kitchen Aid mixers.

There are 21 Viking sewing machines and a newly purchased Huskylock Singer, so the sewing facility has definite possibilities. The room itself is bright and cheery with lots of windows. We also are planning a move to the industrial ed. building in the near future.

The curriculum is changing to the new direction of Essential Living Skills with co-ed classes. The Foreign Foods, Advanced Foods and Child Development classes are all co-ed now. The Foreign Foods classes have brought new life and more students to the Home Ec. department.

We have already adopted the new Home Ec. I text recommended by the Essential Living Skills committee. It has been a wonderful help in the Home Ec. I class.

Our use of the computer in the classroom and especially in the managerial tasks is a new and exciting addition to the Home Ec. department. We have all of the recipes for use in the classroom on the computer. Therefore editing is much easier and it can also print a grocery list for me.

2. R: The location in the basement of the girls dorm is my biggest concern, but the plans are for an upcoming move.

As far as curriculum, I am looking forward to co-ed Essential Living Skills class to replace Home Ec. I. I would like to replace the traditional Bachelor Living class. I am concerned that for the past 2 years we have not offered an advanced clothing class of any sort.

3. R: We are attempting to help overcome sexual stereotyping by discussions and role playing in Home Ec. I and by encouraging co-ed classes.

4. R: The most exciting long-range plans are for the new facility. We have floor plans to remodel a section of the industrial education building to house the Home Economics department.

As far as curriculum I am anxious to adapt to the new semester co-ed class of Essential Living skills instead of Home Ec. I.

5. R: A computer in the classroom would make the few programs we have more accessible to the students and to help with managerial tasks. We now do some grades, audio-visual lists, recipes and grocery lists on the computer, but it is difficult to find access to a computer. More programs for the classroom could then be purchased and utilized within the classes.

Sewing machine tables and lights. Tables are needed because the machines sit too high and the desks now do not allow many students to sit with their knees under the desk while operating the machine. Lights would add to the visibility of the work area.

Kitchen Aid mixers. With 3 more mixers we would be able to have 2 kitchens share a mixer. That way they are usable in a lab situation.

More audio visuals and computer programs.

SUBJECT AREA: INDUSTRIAL ARTS

List the teachers in this subject area and supply the information requested for each class taught.

Teacher Load and Course Data.

| Teacher | Course Titles | Denominational Endorsement (Yes or No) | Required or Elective | Grade Level | Enroll- ment | Credit Value | Per Week | |
|---------------|------------------|--|----------------------------|----------------|-----------------|-----------------|-------------------|------------------|
| | | | | | | | No. of Periods | Total Minutes |
| 1. Tom Allen | Physics | Yes | E | 12 | 22 | 10 | 5 | 225 |
| | Drafting | Yes | E | 10-12 | 9 | 10 | 5 | 225 |
| | Photography | Yes | E | 11-12 | 12 | 5 | 4 | 180 |
| | Electronics | Yes | E | 11-12 | 7 | 10 | 5 | 225 |
| | I.A. Survey | Yes | R | 9 | 16 | 10 | 5 | 225 |
| | Woodworking | Yes | E | 11-12 | 14 | 10 | 5 | 225 |
| 2. Tom Graham | AutoMech. | Yes | E | 10-12 | 10 | 10 | 5 | 225 |
| | AutoMech. | Yes | E | 10-12 | 7 | 10 | 5 | 225 |
| | Woodworking | Yes | E | 10-12 | 15 | 10 | 5 | 225 |
| | I.A. Survey | Yes | R | 9 | 16 | 10 | 5 | 225 |
| | Aviation G.S. | Yes | E | 10-12 | 8 | 5 | 3 | 146 |
| | Prvt. Pilot Lic. | Yes | E | 11-12 | 6 | 5 | 40 hrs. | total |
| 3. | | | | | | | | |
| | | | | | | | | |
| | | | | | | | | |
| | | | | | | | | |
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| | | | | | | | | |

Provide information for each teacher on professional growth, in-service activities for the last three years and the current memberships in professional organizations.

Professional Activities.

| Teacher | Professional Growth, In-Service | Professional Memberships |
|---------------|---|---|
| 1. Tom Allen | Sum-85 Workshop-Ind. Ed. WWC Fall-85 Teacher in-service Fall-85 Math/Science convention | WIAA |
| 2. Tom Graham | | Washington Pilot Assoc. National Geographic Society |
| 3. | | |

INDUSTRIAL ARTS

I. INTRODUCTORY STATEMENT

Inspiration gives direction that every youth should be instructed in the practical duties of life and prepared for some line of useful employment. This is essential not only as a means of obtaining a livelihood, but also for its effect on the physical, mental, and moral development of the individual.

The Industrial Arts program will provide opportunities for creativity and problem solving and assist in making tentative and meaningful career choices. The program also provides learning experiences that will enrich a student's life regardless of career goals. The courses offered should be available to all students and flexible enough to allow for a wide variety of student interests and needs.

II. INSTRUCTIONAL GOALS

List the instructional goals for industrial arts as approved by the school's curriculum committee or faculty. (Use the Union Curriculum Guide and the NAD Framework for Applied Arts K-12 as references.)

1. Appreciate the value and dignity of labor
2. Develop a variety of skills for useful work and recreation to cope with everyday life.
3. Enhance personal development through:
 - a. improved physical coordination
 - b. independent thinking
 - c. creativity
 - d. career awareness
4. Practice safety, conservation, careful decision-making and careful workmanship in the management of resources.
5. To integrate the concept of faith in the Creator into the tone of each industrial course.
6. Realization of personal worth and self-confidence.

III. CRITERIA STATEMENTS - INDUSTRIAL ARTS

The following criteria provide a basis for evaluating your program and facility. Indicate your practice by placing a check on the line under the appropriate term.

Explanation of terms in the rating scale:

| | |
|-----------|--|
| Never | -Not implemented |
| Seldom | -Infrequently or rarely the practice |
| Often | -Frequently but not the usual practice |
| Regularly | -Usual Practice |

| | Never | Seldom | Often | Regularly |
|--|-------|--------|-------|-----------|
| 1. The content, concepts, values and skills listed in the Union Curriculum Guide, which is based on the <u>NAD Framework for Applied Arts K-12</u> , form the basis for the industrial arts program. | — | — | 1 | — |
| 2. The union-adopted textbooks are used. | — | — | — | 1 |
| 3. Instructional objectives are clearly stated and relate directly to the general goals for industrial arts. | — | — | 2 | — |
| 4. The instructional objectives (including expected student outcomes) are clearly presented to the students. | — | — | 1 | 1 |
| 5. The instructional objectives form the basis for evaluating student progress. | — | — | — | 2 |
| 6. The instructional program gives consideration to the needs, abilities, and interests of students as well as to subject matter. | — | — | — | 2 |
| 7. Opportunities are provided for all students to experience a wide variety of activities relating to industrial arts. | — | — | 1 | 1 |
| 8. Students are provided with outlets for creative expression. | — | — | — | 2 |
| 9. Students are encouraged to sense the value of developing skill in an area that could provide a means of income. | — | — | — | 2 |
| 10. The learning experiences encourage the development of an appreciation for aesthetic values. | 1 | — | — | 1 |
| 11. Students are encouraged to acquire an appreciation for useful labor and recognize that it will enhance one's influence in sharing the love of God. | 1 | — | — | 1 |
| 12. Opportunities are provided for the development of skills for leisure-time activities. | — | — | — | 2 |
| 13. The program provides opportunities for students to develop basic skills in the proper use of common industrial tools, materials, and processes. | — | — | — | 2 |

| | Never | Seldom | Often | regularly |
|---|----------|----------|----------|-----------|
| 14. Opportunities are provided for students to develop understanding in the proper use and care of power machinery and electrical appliances. | — | — | — | <u>2</u> |
| 15. Safety habits and attitudes regarding the use of tools, machines, appliances, and materials are emphasized. | — | — | — | <u>2</u> |
| 16. Students are encouraged to select, care for, and use materials intelligently. | — | — | — | <u>2</u> |
| 17. Opportunities are provided for students to explore industrial occupations. | — | <u>1</u> | — | <u>1</u> |
| 18. Laboratory classes meet the union code time requirements. | — | — | — | <u>2</u> |
| 19. Career information and guidance are an integral part of the program. | <u>1</u> | — | <u>1</u> | — |
| 20. The program provides opportunities for students to discover and develop individual talents, aptitudes, interests, and potentials relevant to industry and technology. | — | — | — | <u>2</u> |
| 21. Basic skills, such as arithmetic, reading, writing, speaking, and listening, are emphasized and made a part of the instructional program. | — | — | <u>1</u> | <u>1</u> |
| 22. All tools and equipment are properly maintained. | <u>1</u> | — | — | <u>1</u> |
| 23. Appropriate safety clothing and protective devices are provided and utilized. | — | — | — | <u>2</u> |
| 24. Provision is made for clean-up as a part of each laboratory period. | — | — | — | <u>2</u> |
| 25. Teaching aids consisting of miniature, cutaway, and actual-size projects and devices are provided. | <u>1</u> | — | <u>1</u> | — |

IV. INSTRUCTIONAL MATERIALS CRITERIA - INDUSTRIAL ARTS

List the school-owned equipment, tools, and instructional materials related to the practical arts taught and indicate the degree of use you make of each item by placing a check on the line under the appropriate term.

| Never | - Not implemented | Never | Seldom | Often | Regularly |
|-----------|--|----------|----------|----------|-----------|
| Seldom | - Infrequently or rarely the practice | | | | |
| Often | - Frequently but not the usual practice | | | | |
| Regularly | - Usual practice | | | | |
| ___ 1. | <u>Ammco Brake Machine</u> | ___ | <u>1</u> | ___ | ___ |
| ___ 2. | <u>Hunter Frontend Equipment</u> | <u>1</u> | ___ | ___ | ___ |
| ___ 3. | <u>A broken valve grender</u> | <u>1</u> | ___ | ___ | ___ |
| ___ 4. | <u>A small supply of hand tools</u> | ___ | ___ | ___ | <u>1</u> |
| ___ 5. | <u>an old Allen and Ronic engine tester</u> | ___ | <u>1</u> | <u>1</u> | ___ |
| ___ 6. | <u>welding equipment</u> | ___ | ___ | ___ | <u>1</u> |
| ___ 7. | <u>lathes, minning machines, surface grinder</u> | <u>1</u> | ___ | ___ | ___ |
| ___ 8. | <u>ground school-program</u> | ___ | ___ | ___ | <u>1</u> |
| ___ 9. | <u>C-172 aircraft</u> | ___ | ___ | ___ | <u>1</u> |
| ___ 10. | _____ | ___ | ___ | ___ | ___ |

V. GENERAL EVALUATION STATEMENTS - INDUSTRIAL ARTS

1. What do you consider the strengths of your Industrial Arts program?
 - a. excellent physical plant size
 - b. variety of class offerings

2. Describe areas of concern you may have regarding your Industrial Arts program.
 - a. up-dating older equipment
 - b. physical plant
 - ventilation
 - heating system (wood)

3. Give at least one example of how your Industrial Arts program is achieving the instructional goals listed on page 86 or the school's statement of philosophy and objectives.

Comprehensive safety instruction for all power and hand-tooling. Instructor demonstration on each type of tool.
Computer testing program on safety which requires 100% for tool certification.

4. Describe briefly any long-range plans you have for your Industrial Arts program.
 - a. CAD - Drafting Center
 - b. Applied science lab
 - c. Energy lab
 - d. Major remodeling - improve flow of student movement and storage
 - e. High technology integration for electronics classes and drafting
 - f. Photography - enlarge and reorganize
5. List additional materials you would consider useful for enriching your Industrial Arts program.

| | |
|---|--|
| <ol style="list-style-type: none">a. Electronics<ul style="list-style-type: none">testing equipmentlab tablesteaching aidsb. Drafting<ul style="list-style-type: none">CAD - computerc. Woodworking<ul style="list-style-type: none">finishing roomd. Office<ul style="list-style-type: none">file cabinetproject idea resourcesinventory software | <ol style="list-style-type: none">e. Photography<ul style="list-style-type: none">electronic camera and recorder |
|---|--|

IV. INSTRUCTIONAL MATERIALS CRITERIA - INDUSTRIAL ARTS

List the school-owned equipment, tools, and instructional materials related to the practical arts taught and indicate the degree of use you make of each item by placing a check on the line under the appropriate term.

| Never | - Not implemented | Never | Seldom | Often | Regularly |
|------------|---|----------|----------|----------|-----------|
| Seldom | - Infrequently or rarely the practice | | | | |
| Often | - Frequently but not the usual practice | | | | |
| Regularly | - Usual practice | | | | |
| <u>1.</u> | <u>woodworking power tooling</u> | <u>—</u> | <u>—</u> | <u>—</u> | <u>x</u> |
| <u>2.</u> | <u>woodworking hand tooling</u> | <u>—</u> | <u>—</u> | <u>—</u> | <u>x</u> |
| <u>3.</u> | <u>electronic testing equipment</u> | <u>—</u> | <u>—</u> | <u>—</u> | <u>x</u> |
| <u>4.</u> | <u>dust collector</u> | <u>—</u> | <u>—</u> | <u>—</u> | <u>x</u> |
| <u>5.</u> | <u>draping equipment</u> | <u>—</u> | <u>—</u> | <u>—</u> | <u>x</u> |
| <u>6.</u> | <u>darilroom equipment</u> | <u>—</u> | <u>—</u> | <u>—</u> | <u>x</u> |
| <u>7.</u> | <u>overhead projector</u> | <u>—</u> | <u>x</u> | <u>—</u> | <u>—</u> |
| <u>8.</u> | <u>16 mm projector</u> | <u>—</u> | <u>—</u> | <u>x</u> | <u>—</u> |
| <u>9.</u> | <u>Apple computer</u> | <u>—</u> | <u>—</u> | <u>—</u> | <u>x</u> |
| <u>10.</u> | <u>_____</u> | <u>—</u> | <u>—</u> | <u>—</u> | <u>—</u> |

V. GENERAL EVALUATION STATEMENTS - INDUSTRIAL ARTS

1. What do you consider the strengths of your Industrial Arts program?
 - a. Christ centered
 - b. aviation related courses
 - c. woodworking, drafting, crafts
2. Describe areas of concern you may have regarding your Industrial Arts program.
 - a. Need for: teaching equipment for all labs
 - b. Need to: replace old or worn out equipment
 - c. Not enough time in a day to prepare as I would like.
3. Give at least one example of how your Industrial Arts program is achieving the instructional goals listed on page 86 or the school's statement of philosophy and objectives.
4. Describe briefly any long-range plans you have for your Industrial Arts program.

To build a first class I.A. program that will meets students need in this changing world.
5. List additional materials you would consider useful for enriching your Industrial Arts program.

Teaching aids for all classes
Auto mechanics- new up-to-date equipment, equipment and supplies for lab activities, a complete set of hand tools
Woodshop- new equipment to replace old equipment
a complete set of hand tools
more good power hand tools

SUBJECT AREA: MATHEMATICS

List the teachers in this subject area and supply the information requested for each class taught.

Teacher Load and Course Data.

| Teacher | Course Titles | Denominational Endorsement (Yes or No) | Required or Elective | Grade Level | Enrollment | Credit Value | Per Week | |
|---------------------------|---------------|--|----------------------|-------------|------------|--------------|----------------|---------------|
| | | | | | | | No. of Periods | Total Minutes |
| <u>1. Gary Rittenbach</u> | Pre-calculus | Yes | E | 12 | 21 | 10 | 5 | 225 |
| | Algebra II | Yes | R | 11 | 20 | 10 | 5 | 225 |
| | Algebra II | Yes | R | 11 | 21 | 10 | 5 | 225 |
| | Algebra II | Yes | R | 11 | 24 | 10 | 5 | 225 |
| | | | | | | | | |
| <u>2. Carolyn Withrow</u> | Algebra I | Yes | R | 9 | 30 | 10 | 5 | 225 |
| | Algebra I | Yes | R | 9 | 35 | 10 | 5 | 225 |
| <u>3. Grace Grati</u> | Basic Algebra | No | R | 9 | 14 | 10 | 5 | 225 |
| | Pre-Algebra | No | R | 9 | 16 | 10 | 5 | 225 |
| | | | | | | | | |
| <u>3. Dave Priest</u> | Geometry | Yes | R | 10 | 34 | 10 | 5 | 225 |
| | Geometry | Yes | R | 10 | 27 | 10 | 5 | 225 |
| | Geometry | Yes | R | 10 | 30 | 10 | 5 | 225 |
| | Geometry | Yes | R | 10 | 23 | 10 | 5 | 225 |
| | Algebra II | Yes | R | 11 | | 10 | 5 | 225 |

Provide information for each teacher on professional growth, in-service activities for the last three years and the current memberships in professional organizations.

Professional Activities.

| Teacher | Professional Growth, In-Service | Professional Memberships |
|---------------------------|--|--------------------------|
| <u>1. Gary Rittenbach</u> | NPUC Math & Science In-service Classes at U of W | |
| <u>2. Grace Grati</u> | Math/Science workshop Summer school | |
| <u>3. Carolyn Withrow</u> | Class at U of W 35 quarter hrs | |
| <u>3. Dave Priest</u> | Brush up class in pre-calculus at Green River Comm. learning computer | College |

MATHEMATICS

I. INTRODUCTORY STATEMENT

Mathematics instruction should result in an understanding of, and appreciation for, its fundamental concepts, structure and usefulness. It should assist the student in the development of an attitude of inquiry and to reason logically and independently.

The program should assist students to appreciate the practical applications of mathematics and the need for mastery of computations essential for everyday living. Opportunities should be provided for students to discern the mathematical patterns in nature and to grow in an appreciation of the beauty, symmetry, and order in God's second lesson book.

II. INSTRUCTIONAL GOALS

List the instructional goals for mathematics as approved by the school's curriculum committee or the faculty. (Use the Union Curriculum Guide and the NAD Framework for Mathematics K-12 as references.)

1. Mathematics study should assist students in knowing their Creator as a God of order, precision, perfection, beauty and infinity.
2. Students should learn to function efficiently in their every day encounters with mathematical situations and be motivated to advance to further study commensurate with their ability.
3. Additional goals for mathematics education are listed below.
 - a. The program should progress from concrete to abstract experiences
 - b. The program should assist students to reason logically and independently and to develop an attitude of inquiry.
 - c. The experiences of students should assist them in developing the skill to think and to communicate in mathematical terms.
 - d. The program should result in continuous student growth in the skills of computation and measurement.
 - e. The experiences of students in a mathematics program should result in an understanding of and appreciation for its fundamental concepts, structure and usefulness.
 - f. The program should require students to engage in useful activities designed to generate positive attitudes toward mathematics as a useful tool.
 - g. The program should be sequential, flexible, provide for adequate reinforcement and evaluation, and make provision for a variety of teaching and learning styles.

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DEFINITIONS

Throughout this evaluation instrument the following terms are used. A brief description is provided for each.

1. **Board of Regents** - The accrediting organization for the schools, worldwide, of the Seventh-day Adventist Church.
2. **Commission on Accreditation for the North American Division** - The Board of Regents Commission which has responsibility for supervising the accreditation of the elementary and secondary schools in the United States and Canada.
3. **North American Division of Seventh-day Adventists (NAD)** - The administrative organization of the world church which is comprised of the United States and Canada. The North American Division Office of Education (NADOE) has responsibility for general oversight of the schools in the division.
4. **Curriculum Framework** - A curriculum framework is an outline of the components of a given subject area. It provides the distinct Seventh-day Adventist philosophy, broad goals and guidelines for content, concepts, spiritual and moral values and skills for a subject area. The North American Division Office of Education, through the North American Division Curriculum Committee, has responsibility for coordinating the development of frameworks.

The frameworks provide the basis for the development of subject-area curriculum guides by the union conferences.

5. **Union Conference** - A union conference is the administrative level for a designated geographical area. A "union" is comprised of several local conferences, which are comprised of many local churches.
6. **Union Curriculum Guide** - A Union Curriculum Guide is the basic resource used by a teacher for course planning. It consists of basic outlines for courses within a subject area. It is developed by a committee of representative teachers in a given discipline.

COMMITTEES

Coordinating Committee

Chairman: H.-J. Krenz
Wayne Wentland
John Gatchet
Pam Beitzel
Roger Worley
Judy Toop

Philosophy & Objectives

Chairman: Wayne Wentland
Tom Allen
Ann Jaramio
John Gatchet
Ron Miller

Administration & Finance

Chairman: Wayne Wentland
Bob Willison
Beth Freitas
Joyce Merry

Program of Studies

(School Curriculum Committee)

Chairman: H.-J. Krenz
Pam Beitzel Alan Mitchell
Tom Allen Judy Toop
Shelley Kilgore Adriel Velez
Orlin McLean

Media Center/Library

Chairman: John Gatchet
Pam Beitzel Laurinda Crays
Grace Grattias Shelley Kilgore
Orlin McLean Jeanne Miller
Gary Rittenbach Judy Toop
Wayne Wentland

School Plant and Services-Work Program

Chairman: Wayne Wentland
Bob Freitas
Cliff Ahlberg
Bob Farver

Guidance and Student Follow-up Studies

Chairman: John Gatchet
Roger Worley
Orlin McLean

Student Activities

Chairman: H.-J. Krenz
John Gatchet Scott Bushnell
Wayne Wentland Wanda Ready
Bob Kilgore Tom Allen
Dean Withrow Pam Beitzel

Student Questionnaire

Chairman: H.-J. Krenz

III. CRITERIA STATEMENTS - MATHEMATICS

The following criteria provide a basis for evaluating your program. Indicate your practice by placing a check on the line under the appropriate term.

Explanation of terms in the rating scale:

| | |
|-----------|--|
| Never | -Not implemented |
| Seldom | -Infrequently or rarely the practice |
| Often | -Frequently but not the usual practice |
| Regularly | -Usual practice |

| | | | |
|-------|--------|-------|-----------|
| Never | Seldom | Often | Regularly |
|-------|--------|-------|-----------|

| | | | | |
|---|---|---|---|---|
| 1. The content, concepts, values and skills listed in the Union Curriculum Guide, which is based on the <u>NAD Framework for Mathematics K-12</u> , form the basis for the mathematics program. | 1 | — | 2 | 1 |
| 2. The textbooks listed in the union secondary textbooks are used in the mathematics classes. | — | — | — | 4 |
| 3. Instructional objectives are clearly stated and relate directly to the goals for each course. | — | — | — | 4 |
| 4. The instructional objectives (including expected learning outcomes) for each course are presented to the students. | — | — | — | 4 |
| 5. The instructional objectives for a course form the basis for evaluating student progress. | — | — | — | 4 |
| 6. The instructional program gives consideration to the needs, abilities and interests of students as well as subject matter. | — | — | 2 | 2 |
| 7. Opportunities are provided for students to achieve and maintain mastery of computational skills. | — | — | — | 4 |
| 8. Opportunities are provided for the application of mathematical concepts and skills to a variety of practical situations. | — | 1 | 2 | 1 |
| 9. Courses at all levels stress understanding and proper use of mathematical symbols. | — | — | — | 4 |
| 10. Opportunities are provided for students to develop an understanding and appreciation of the structure and beauty of mathematics. | — | 1 | 3 | — |
| 11. Opportunities are provided for students to organize and analyze raw data and interpret the results. | — | 4 | — | — |

12. Courses at all levels include the use of the metric system.
13. Experiences are provided that encourage students to look for patterns and relationships and to form generalizations.
14. Diagnostic techniques are used to identify and assist students with learning difficulties.
15. Opportunities are provided for students to gain an understanding and appreciation of God as the Creator of order, precision and beauty.
16. Discovery techniques and laboratory methods are used when appropriate.
17. Students are informed about professional and vocational opportunities in mathematics.
18. Evaluation of student progress includes mathematical understanding as well as operational skills.
19. The mathematics courses are built upon and extend the knowledge, skills and understanding developed in previous courses.

| Never | Seldom | Often | regularly |
|-------|--------|-------|-----------|
| — | 3 | 1 | — |
| — | — | 4 | — |
| — | 3 | 1 | — |
| — | — | 4 | — |
| — | 1 | 3 | — |
| — | 3 | — | 1 |
| — | — | 4 | — |
| — | — | — | 4 |

IV. INSTRUCTIONAL MATERIALS - MATHEMATICS

Check the school-owned items on the line to the left of the items. Indicate the degree of use you make of each item by placing a check on the line under the appropriate term.

Explanation of terms in the rating scale:

| | |
|-----------|--|
| Never | -Not implemented |
| Seldom | -Infrequently or rarely the practice |
| Often | -Frequently but not the usual practice |
| Regularly | -Usual practice |

| | Never | Seldom | Often | Regularly |
|--|-------|--------|-------|-----------|
| <input type="checkbox"/> Union Curriculum Guide | 1 | 3 | — | — |
| <input type="checkbox"/> Union-adopted textbooks | — | — | — | 4 |
| <input type="checkbox"/> Measuring devices | 2 | 1 | 1 | — |
| <input type="checkbox"/> Geometric models and form | 1 | 2 | 1 | — |
| <input type="checkbox"/> Metric materials | 2 | 1 | 1 | — |
| <input type="checkbox"/> Calculators (school or student owned) | — | — | — | 4 |
| <input type="checkbox"/> Supplementary texts and workbooks | 1 | 3 | — | — |
| <input type="checkbox"/> Recordings and/or cassettes | 3 | 1 | — | — |
| <input type="checkbox"/> Filmstrips and/or slides | 3 | 1 | — | — |
| <input type="checkbox"/> Other manipulative materials | 3 | 1 | — | — |
| <input type="checkbox"/> (Other) computers | 2 | 2 | — | — |

V. **GENERAL EVALUATIVE STATEMENTS - MATHEMATICS**

1. What do you consider the strengths of your Mathematics program?

- a. teachers
- b. textbooks
- c. diploma and graduation requirements for math (college prep math requirements)

2. Describe areas of concern you may have regarding your Mathematics program.

Because of the wide diversity of student abilities and math backgrounds, we are concerned about meeting the needs of each student.

3. Give at least one example of how your Mathematics program is achieving the instructional goals listed on page 92 or the school's statement of philosophy and objectives.

The math program is very sequential.

4. Describe briefly any long-range plans you have for your Mathematics program.

Split the Geometry sections up into two types, Basic Geometry and Geometry. Basic Geometry would go at a slower pace with less emphasis on formal proofs. Split the Algebra II sections into two types, Algebra II and Honors Algebra II. The Honors Algebra II would be an accelerated group. The math department would place students in the appropriate section based on ability.

5. List additional materials you would consider useful for enriching your Mathematics program.

more computers

SUBJECT AREA: MODERN LANGUAGES

List the teachers in this subject area and supply the information requested for each class taught.

Teacher Load and Course Data.

| Teacher | Course Titles | Denominational Endorsement (Yes or No) | Required or Elective | Grade Level | Enroll- ment | Credit Value | Per Week | |
|-----------------|---------------|--|----------------------------|----------------|-----------------|-----------------|-------------------|------------------|
| | | | | | | | No. of Periods | Total Minutes |
| 1. Adriel Velez | Spanish I | Yes | E | 10 | 106 | | 5 | 225 |
| | Spanish II | Yes | E | 12 | 65 | | 5 | 225 |
| | | | | | | | | |
| | | | | | | | | |
| | | | | | | | | |
| 2. | | | | | | | | |
| | | | | | | | | |
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| | | | | | | | | |
| | | | | | | | | |
| 3. | | | | | | | | |
| | | | | | | | | |
| | | | | | | | | |
| | | | | | | | | |
| | | | | | | | | |

Provide information for each teacher on professional growth, in-service activities for the last three years and the current memberships in professional organizations.

Professional Activities.

| Teacher | Professional Growth, In-Service | Professional Memberships |
|-----------------|---------------------------------|--------------------------|
| 1. Adriel Velez | Summer school at PUC | |
| 2. | | |
| 3. | | |

MODERN LANGUAGES

I. INTRODUCTORY STATEMENT

The ability to communicate effectively is vital to the mission of the church and to the establishment of a sound basis for understanding. God, in His dealing with man, affirmed the need of people to hear in their own tongue. In addition to achieving mastery of a language cultural and social sensitivity can be expanded.

II. INSTRUCTIONAL GOALS

List the instructional goals for modern languages as approved by the school's curriculum committee or faculty. (Use the Union Curriculum Guide and the NAD Framework for Modern Language K-12 as resources)

- a. To convince students of the importance of being able to communicate the gospel in Spanish.
- b. To develop communication skills of listening, speaking, reading, and writing.
- c. To develop a social awareness of the Spanish people around them.
- d. To enhance employability.

III. CRITERIA STATEMENTS - MODERN LANGUAGES

The following criteria provide a basis for evaluating your program. Indicate your practice by placing a check on the line under the appropriate term.

Explanation of terms in the rating scale:

| | |
|-----------|---|
| Never | - Not implemented |
| Seldom | - Infrequently or rarely the practice |
| Often | - Frequently but not the usual practice |
| Regularly | - Usual practice |

| | Never | Seldom | Often | Regularly |
|--|-------|--------|-------|-----------|
| 1. The content, concepts, values and skills listed in the Union Curriculum Guide, which is based on the <u>NAD Framework for Modern Language K-12</u> , form the basis for the modern languages program. | — | — | x | — |
| 2. The union-adopted textbooks are used. | — | — | — | — |
| 3. Instructional objectives are clearly stated and relate directly to the general goals for the modern languages program. | — | — | x | — |
| 4. The instructional objectives (including expected student outcomes) are clearly presented to the students. | — | — | x | — |
| 5. The instructional objectives form the basis for evaluating student progress. | — | — | — | x |
| 6. The instructional program gives consideration to the needs, abilities and interests of the students as well as to the subject matter. | — | — | — | x |
| 7. The Biblical concept of the "fellowship of believers" is emphasized. | — | — | x | — |
| 8. Reference and study skills are emphasized. | — | — | — | x |
| 9. Instructional materials are in agreement with Seventh-day Adventist concepts and values. | — | — | — | x |
| 10. The principles of grammar are taught in such a way as to emphasize their value in communication. | — | — | — | x |
| 11. There is correlation with other subjects where appropriate. | — | — | — | x |
| 12. Students with foreign language aptitude are encouraged to continue post-secondary studies in foreign languages. | — | — | x | — |
| 13. Opportunities are provided for conversation in the foreign language. | — | — | — | x |
| 14. Community resources in the foreign language are used. | — | — | x | — |
| 15. Opportunities are provided to establish contact with other people of the country whose language is being studied. | — | — | x | — |

- | | Never | Seldom | Often | Regularly |
|---|-------|--------|-------|-----------|
| 16. Students are counseled about the possibilities of foreign language enhancing their service to the church. | — | — | x | — |
| 17. In the instructional process a variety of media is used. | — | — | — | x |
| 18. Emphasis is given to articulation with post-secondary studies in foreign language. | — | — | x | — |

IV. INSTRUCTIONAL MATERIALS

Check the school-owned items on the line to the left of the items. Indicate the degree of use you make of each item by placing a check on the line under the appropriate term.

Explanation of terms in the rating scale:

| | |
|-----------|---|
| Never | - Not implemented |
| Seldom | - Infrequently or rarely the practice |
| Often | - Frequently but not the usual practice |
| Regularly | - Usual practice |

| | Never | Seldom | Often | Regularly |
|--|-------|--------|-------|-----------|
| <u> x </u> NAD Framework for Modern Language | — | — | x | — |
| <u> </u> Union Curriculum Guide | — | — | — | — |
| <u> x </u> Tape recordings, filmstrips, transparencies | — | — | — | x |
| <u> x </u> Dictionaries, encyclopedias and reference grammars | — | — | — | x |
| <u> x </u> Wall maps and atlases with foreign names | — | — | x | — |
| <u> </u> Organized file of modern language materials | — | — | — | — |
| <u> x </u> Tests designed to assess foreign language aptitude achievement and proficiency (textbook tests) | — | — | — | x |
| <u> </u> (Other) | — | — | — | — |
| <u> </u> | — | — | — | — |

V. GENERAL EVALUATION STATEMENT - MODERN LANGUAGES

1. What do you consider the strengths of your Modern Languages program?

- a. Students are excited about Spanish
- b. Administration is willing to upgrade and improve the program

2. Describe areas of concern you may have regarding your Modern Languages program.

There are too many students in each class. The maximum number should be 25.

3. Give at least one example of how your Modern Languages program is achieving the instructional goals listed on page 98 or the school's statement of philosophy and objectives.

The department is planning to have students participate in a Spanish church.

4. Describe briefly any long-range plans you have for your Modern Languages program.

- a. A trip is planned to a Spanish speaking country.
- b. A Sabbath school and church program is planned.

5. List additional materials you would consider useful for enriching your Modern Languages program.

- a. Audio-visual materials
- b. Spanish lab

SUBJECT AREA: MUSIC

List the teachers in this subject area and supply the information requested for each class taught.

Teacher Load and Course Data.

| Teacher | Course Titles | Denominational Endorsement (Yes or No) | Required or Elective | Grade Level | Enrollment | Credit Value | Per Week | |
|-------------------|-----------------|--|----------------------|-------------|------------|--------------|----------------|---------------|
| | | | | | | | No. of Periods | Total Minutes |
| 1. Alan Mitchell | Band | Yes | E | 9-12 | 32 | 5 | 32 | 120 |
| | Wind Ensemble | Yes | E | 9-12 | 52 | 10 | 5 | 225 |
| | Inst. Lessons | Yes | E | 9-12 | 30 | 5 | 30 | 1350 |
| | | | | | | | | |
| 2. Stephen Zork | Chorale | Yes | E | 9-12 | 100 | 5 | 4 | 160 |
| | Sylvan | Yes | E | 9-12 | 34 | 10 | 5 | 225 |
| | Voice (private) | Yes | E | 9-12 | 20 | 5 | 1/week | 900 |
| | String Ensemble | Yes | E | 9-12 | 8 | 10 | 3 | 135 |
| | Theory | Yes | E | 9-12 | 7 | 2.5 | 2 | 90 |
| 3. Jeanene Miller | Piano | Yes | E | 9-12 | 59 | 5 | 59 | 1770 |
| | Organ | Yes | E | 9-12 | 2 | 5 | 2 | 90 |
| | Class Piano | Yes | E | 9-12 | 12 | 5 | 3 | 120 |
| | | | | | | | | |
| | | | | | | | | |

Provide information for each teacher on professional growth, in-service activities for the last three years and the current memberships in professional organizations.

Professional Activities.

| Teacher | Professional Growth, In-Service | Professional Memberships |
|-------------------|--|--|
| 1. Alan Mitchell | a. Western International Band Clinic 11/85 b. NPUC Music Seminar 2/85 | a. NPA b. International Adventist Musician Association |
| 2. Steven Zork | a. 27 units towards Master Degree b. Workshop w/ Eric Erickson c. Workshop w/ Dale Warland | a. ACDA b. International Adventist Musician Association c. NPA |
| 3. Jeanene Miller | a. 22 units towards certification b. NPUC Music Seminar | a. NPA b. International Adventist Musician Association |

MUSIC

I. INTRODUCTORY STATEMENT

The profound impact of music on our daily lives urges upon us the formation of a value system which will enable us as individuals to be discriminatory in our choice of music. As a person learns to appreciate, to understand, to create and to criticize with discrimination, he is better prepared to evaluate the aesthetic and spiritual quality of his musical experiences. Music is a gift of God, as such it should always be used to inspire and elevate.

II. INSTRUCTIONAL GOALS

List the instructional goals for the music department as approved by the school's curriculum committee or faculty. (Use the Union Curriculum Guide and the NAD Framework for Fine Arts K-12 as reference.)

1. To provide opportunity for the student to come to a knowledge of God through music.
2. To guide each student to create and develop a personal criteria for evaluating and selecting music which will enhance one's relationship with God.
3. To promote sensitivity to the expressive qualities of music.
4. To encourage musical involvement.
5. To develop skills including listening, singing, performing, reading, and creating.
6. To promote an awareness and understanding of music literature of various periods and of the forms, styles, and idioms that are characteristics of various national cultures, including our own.
7. To provide opportunities that will help students value music as an enjoyable experience.
8. To develop skills and responsibilities inherent in a group activity through performance organizations.

III. CRITERIA STATEMENTS - MUSIC

The following criteria provide a basis for evaluating your program. Indicate your practice by placing a check on the line under the appropriate term.

| | Never | Seldom | Often | Regularly |
|---|-------|--------|-------|-----------|
| Never | - | | | |
| Seldom | | - | | |
| Often | | | - | |
| Regularly | | | | - |
| 1. The content, concepts, skills and values listed in the Union Curriculum Guide, which is based on the <u>NAD Framework for Fine Arts K-12</u> , form the basis for the music program. | — | — | — | 3 |
| 2. Instructional objectives are clearly stated and relate directly to the general goals of each course or musical organization. | — | — | 1 | 2 |
| 3. The instructional objectives (including expected learning outcomes) are clearly presented to the students. | — | 1 | — | 2 |
| 4. The music program gives consideration to the needs, abilities and interests of the students. | — | — | 1 | 2 |
| 5. Opportunities are provided for the students to develop discrimination in the choice of music. | — | — | 1 | 2 |
| 6. Opportunities are provided for all students to participate in a variety of music activities and organizations. | — | — | — | 1 |
| 7. The schedule permits students to participate in the activities and organizations of their choice. | — | — | 3 | — |
| 8. Provision is made to assure that a maximum number of students are given opportunity to perform solos and in small music ensembles. | — | — | 1 | 2 |
| 9. There is evidence that students are enjoying experiences in music. | — | — | — | 3 |
| 10. Opportunities are provided for music organizations to perform on a regular basis. | — | — | — | 3 |
| 11. The program provides for the development of student leadership in music. | — | — | 1 | 2 |
| 12. Provision is made in the budget for the purchase and replacement of equipment. | — | 1 | 1 | — |
| 13. Provision is made for the maintenance of music instruments. | — | — | 1 | 1 |
| 14. An inventory of equipment and supplies is accurate and current. | — | 1 | 1 | 1 |

15. Give the percentage of students that participate in the total music program 60%.

16. Give the percentage of students that take private music lessons 31%.

Never
Seldom
Often
Regularly

— — — —
— — — —
— — — —

IV. INSTRUCTIONAL MATERIALS-MUSIC

List below the instructional materials and equipment that is school owned. Indicate the degree of use you make of each item by placing a check on the line under the appropriate term.

Explanation of terms in the rating scale:

Never - Not implemented
Seldom - Infrequently or rarely the practice
Often - Frequently but not the usual practice
Regularly - Usual practice

Never
Seldom
Often
Regularly

1. Piano
2. Organ
3. Band Instruments
4. Stereo Equipment
5. Recording/Playback Equip.
6. Music Stands
7. Blackboards
8. String Instruments
9. Computers
10. _____

— — — x
— — — x
— — — x
— — — x
— — x —
— — — x
— — — x
— — — x
— — x —
— — — —

V. GENERAL EVALUATION STATEMENTS - MUSIC

1. What do you consider the strengths of your Music program?

see page 106A

2. Describe areas of concern you may have regarding your Music program.

see page 106A

3. Give at least one example of how your Music program is achieving the instructional goals listed on page 103 or the school's statement of philosophy and objectives.

see page 106A

4. Describe briefly any long-range plans you have for your Music program.

see page 106A

5. List additional materials you would consider useful for enriching your Music program.

see page 106A

1. R:
 - a. Scheduling of two periods per day for major ensemble rehearsals.
 - b. Maximum utilization of private lessons due to free lessons for all (all students pay a flat fee in their tuition for this option) and free periods in student schedules.
 - c. Facilities--Opportunities for vocal, band, string, and music theory participation.
 - d. Administrative support for touring allows educational experience through extensive performances. This also provides a direct service to our constituents and their churches.
2. R:
 - a. The increased requirements for graduation instituted this year will limit the availability of private lessons to all.
 - b. If we have to adopt a 50 minute class period, this would basically eliminate one of our rehearsal periods each day. This would drastically change our music program and would have the effect of a cutback on the program. Organizations would have to be eliminated or rehearsal time cut in half. There would also be an effect on the private lesson availability. Because of worn out electronic organs it's difficult to stimulate interest in this area.
3. R: The choice of music picked by our music teachers allows a means by which to teach the different styles, forms, and various characteristics of various cultures and music time periods.
4. R:
 - a. To offer a fine arts class combining all the arts. This would be a required subject for graduation.
 - b. To obtain a computer for the music department that would be utilized for inventory, letter writing, mailings, filing and sorting, and music theory applications.
5. R:
 - a. Three additional "Travel Master Risers" for the choir.
 - b. Choir robes.
 - c. New carpet in studios and main rehearsal rooms.
 - d. A replacement program based on depreciation for instruments.
 - e. A Master Electronic Piano for the piano lab.
 - f. Software for music theory usage for all music students.
 - g. The addition of several instruments to finish the instrumentation needed for a band.

SUBJECT AREA: PHYSICAL EDUCATION

List the teachers in this subject area and supply the information requested for each class taught.

Teacher Load and Course Data.

| Teacher | Course Titles | Denominational Endorsement (Yes or No) | Required or Elective | Grade Level | Enrollment | Credit Value | Per Week | |
|-------------------|-----------------|--|----------------------|-------------|------------|--------------|----------------|---------------|
| | | | | | | | No. of Periods | Total Minutes |
| 1. Scott Bushnell | Team Sports | Yes | E | 11 | 30 | 5 | 5 | 225 |
| | | | | | | | | |
| | | | | | | | | |
| | | | | | | | | |
| | | | | | | | | |
| 2. Bob Kilgore | Adv. PE | Yes | E | 10-12 | 49 | 2.5 | 5 | 225 |
| | Girls PE | Yes | E | 9 | 34 | 2.5 | 5 | 225 |
| | Boys PE | Yes | E | 9 | 24 | 2.5 | 5 | 225 |
| | | | | | | | | |
| | | | | | | | | |
| | | | | | | | | |
| 3. David Priest | Gymnastics | Yes | E | 9-12 | 46 | 10 | 5 | 225 |
| | Reg. Gymnastics | Yes | E | 9-12 | 21 | 10 | 5 | 225 |
| | | | | | | | | |
| 4. Wanda Ready | Adv. Lifesaving | provisional | E | 9-12 | 12 | 5 | 5 | 225 |
| | Swimming | provisional | E | 9-12 | 21 | 10 | 5 | 225 |
| | | | | | | | | |

Provide information for each teacher on professional growth, in-service activities for the last three years and the current memberships in professional organizations.

Professional Activities.

| Teacher | Professional Growth, In-Service | Professional Memberships |
|-------------------|-------------------------------------|--------------------------|
| 1. Scott Bushnell | HPER - Convention WWC | |
| 2. Bob Kilgore | | AAHPERD |
| 3. David Priest | Gymnastic clinic Gymnastic class | |
| 4. Wanda Ready | PE & Rec. Seminar | |

PHYSICAL EDUCATION

I. INTRODUCTORY STATEMENT

Physical fitness and health vitally affect the development of the body, mind and soul. Physical education is to assist students to develop optimum mental and physical health through physical activity so that they will be more effective in their service to God and man. The program should assist students to develop knowledge, attitudes and skills which will result in desirable practices necessary to maintain lifelong physical, social, emotional, and mental health.

II. INSTRUCTIONAL GOALS

List the instructional goals for physical education as approved by the school's curriculum committee or faculty. (Use the Union Curriculum Guide and the NAD Framework for Physical Education, Health and Safety K-12 as references.)

1. To develop an organically fit body that will enable him to be more effective in accomplishing the will of God.
2. To develop motor fitness for effective movement and increased awareness of God-given body processes, to be utilized in Christ-centered self-improvement and service
3. To develop optimum mental health through physical activity, that will enable him to have an effective spiritual relationship with God and man.
4. To develop, through lifelong participation in a variety of physical activities, social traits that will promote a Christlike character.

III. CRITERIA STATEMENTS—PHYSICAL EDUCATION

The following criteria provide a basis for evaluating your program. Indicate your practice by placing a check on the line under the appropriate term.

Explanation of terms in the rating scale:

| | |
|-----------|--|
| Never | -Not implemented |
| Seldom | -Infrequently but rarely the practice |
| Often | -Frequently but not the usual practice |
| Regularly | -Usual practice |

| | Never | Seldom | Often | Regularly |
|---|----------|----------|----------|-----------|
| 1. The content, concepts, values and skills listed in the Union Curriculum Guide, which is based on the <u>NAD Framework for Physical Education, Health, and Safety K-12</u> , form the basis for the physical education program. | <u>1</u> | <u>1</u> | <u>2</u> | — |
| 2. Instructional objectives are clearly stated and relate directly to the general goals for physical education. | — | — | <u>4</u> | — |
| 3. The instructional objectives (including expected student outcomes) are clearly presented to the students. | — | — | <u>1</u> | <u>2</u> |
| 4. The instructional objectives form the basis for evaluating student progress. | — | — | <u>3</u> | <u>1</u> |
| 5. The instructional program includes a range of activities that are selected in light of individual needs, abilities and interests of students. | — | — | <u>2</u> | <u>2</u> |
| 6. The concept of team effort in working and playing together as a unit for the benefit of all is emphasized. | <u>1</u> | — | <u>1</u> | <u>2</u> |
| 7. Opportunities are provided for developing knowledge and skills for lifelong recreational activities. | — | — | — | <u>4</u> |
| 8. Opportunities are provided for participating in Christian service through appropriate physical activities. | — | — | <u>3</u> | <u>1</u> |
| 9. Physical activity to develop vigor, coordination, balance and agility is provided. | — | — | <u>1</u> | <u>3</u> |
| 10. Opportunities are provided for students to practice desirable safety habits for one's self and the group. | — | — | — | <u>4</u> |
| 11. Opportunities are provided for students to develop a love for the out-of-doors and the healthful benefits of recreational pursuits. | — | — | <u>2</u> | <u>1</u> |
| 12. Opportunities are provided for students to develop an understanding and appreciation for the body as God's dwelling place and one's responsibility for its well-being. | — | — | <u>2</u> | <u>2</u> |

| | Never | Seldom | Often | Regularly |
|---|-------|--------|-------|-----------|
| 13. A varied intramural program is available which reflects student needs/interests and serves to supplement the instructional program. | — | — | 2 | 2 |
| 14. Experiences are provided to develop self-confidence and leadership/followership ability. | — | — | — | 4 |
| 15. Adaptive, and other special activities and programs are provided for students who have special needs or problems of learning that cannot best be met in regular courses. | 1 | 3 | — | — |
| 16. Activities are provided that contribute to the understanding of and development of body conditioning, cardiovascular efficiency, and total fitness. | — | — | 1 | 3 |
| 17. Evidence of the relationship between the physical education program and the health education program is exhibited through instructional experiences which promote healthful living. | — | 2 | 1 | 1 |
| 18. Clothing appropriate to the activity is required. | — | — | — | 4 |
| 19. Supplementary instruction is provided for students with deficiencies in ability or physical education background. | — | 3 | 1 | — |
| 20. Opportunities are provided for students to develop an awareness of career opportunities in related fields. | — | 4 | — | — |

IV. INSTRUCTIONAL MATERIALS—PHYSICAL EDUCATION

Check the school-owned items on the line to the left of each item. Indicate the degree of use you make of each item by placing a check on the line under the appropriate term.

Explanation of terms in the rating scale

| | |
|-----------|--|
| Never | -Not implemented |
| Seldom | -Infrequently or rarely the practice |
| Often | -Frequently but not the usual practice |
| Regularly | -Usual practice |

| | Never | Seldom | Often | Regularly |
|-------------------------------------|--------------|--------------|--------------|--------------|
| <u> x </u> Union Curriculum Guide | <u> 1 </u> | <u> 3 </u> | <u> — </u> | <u> — </u> |
| <u> — </u> Recordings | <u> 1 </u> | <u> 2 </u> | <u> 1 </u> | <u> — </u> |
| <u> x </u> Official rule books | <u> 1 </u> | <u> — </u> | <u> — </u> | <u> 2 </u> |
| <u> x </u> Mats | <u> 1 </u> | <u> 1 </u> | <u> — </u> | <u> 2 </u> |
| <u> — </u> | <u> — </u> | <u> — </u> | <u> — </u> | <u> — </u> |
| <u> — </u> | <u> — </u> | <u> — </u> | <u> — </u> | <u> — </u> |

V. GENERAL EVALUATION STATEMENTS - PHYSICAL EDUCATION

1. What do you consider the strengths of your Physical Education program?
 - a. Variety of instructors who teach in their areas of interest and strength
 - b. A well-rounded curriculum with instruction in many areas of interest
 - c. Good utilization of the intramural program to provide lab time in addition to classroom instruction
2. Describe areas of concern you may have regarding your Physical Education program.
 - a. A need for more offerings in individual and dual areas
 - b. A need for improving the facilities for better utilization of space or a safer environment
3. Give at least one example of how your Physical Education program is achieving the instructional goals listed on page 108 or the school's statement of philosophy and objectives.
 - a. The responsibilities learned in meeting requirements, leadership, and followership make a more dependable individual
 - b. The aesthetic beauty of the gymnast performing at a program displays the works of the Creator, and provides successful experiences to the individual
4. Describe briefly any long-range plans you have for your Physical Education program.
 - a. Development of the weight room area into a viable and alternative activity during the recreation program and to further interest in this activity for health
 - b. Development of outdoor areas for safer and more consistent use
5. List additional instructional materials or equipment you would consider useful for enriching your Physical Education program.
 - a. volleyball standards
 - b. gymnasium divider
 - c. running track
 - d. uniform playing surface for softball
 - e. additional tennis courts
 - f. storage area in the gymnasium

SUBJECT AREA: SCIENCE

List the teachers in this subject area and supply the information requested for each class taught.

Teacher Load and Course Data.

| Teacher | Course Titles | Denominational Endorsement (Yes or No) | Required or Elective | Grade Level | Enroll- ment | Credit Value | Per Week | |
|------------------|---------------|--|----------------------------|----------------|-----------------|-----------------|-------------------|------------------|
| | | | | | | | No. of Periods | Total Minutes |
| 1. Tom Allen | Physics | Yes | E | 12 | 23 | 10 | 5 | 225 |
| | | | | | | | | |
| | | | | | | | | |
| | | | | | | | | |
| | | | | | | | | |
| 2. Grace Gratijs | Biology I | Yes | R | 10 | 27 | 10 | 5 | 225 |
| | Biology I | Yes | R | 10 | 27 | 10 | 5 | 225 |
| | | | | | | | | |
| | | | | | | | | |
| | | | | | | | | |
| 3. Judith Toop | Biology I | Yes | R | 10 | 18 | 10 | 5 | 225 |
| | Biology I | Yes | R | 10 | 27 | 10 | 5 | 225 |
| | Chemistry | Yes | E | 11 | 28 | 10 | 5 | 225 |
| | Chemistry | Yes | E | 11 | 29 | 10 | 5 | 225 |
| | Chemistry | Yes | E | 11 | 19 | 10 | 5 | 225 |
| | Biology II | Yes | E | 12 | 13 | 10 | 5 | 225 |
| | | | | | | | | |

Provide information for each teacher on professional growth, in-service activities for the last three years and the current memberships in professional organizations.

Professional Activities.

| Teacher | Professional Growth, In-Service | Professional Memberships |
|------------------|--|--|
| 1. Tom Allen | Math - Science Workshop 1985 - AAA | |
| 2. Grace Gratijs | Math - Science Workshop 1985 - AAA | |
| 3. Judith Toop | Math - Science Workshop 1985 - AAA NSTA Convention - 1986 Teaching College Biology for WWC | Audubon Society National Wildlife Federation NABT NSTA National Geographic Society |

SCIENCE

I. INTRODUCTORY STATEMENT

Developments in the areas of science and technology have affected our way of living and have become a major influence on our culture. Because of the impact they have had on our social, economic, and political life, every citizen needs to have a fundamental understanding of these areas. The Science Program therefore should provide students with a knowledge which goes beyond a functional understanding of science and its influence on their daily lives. By combining the functional understanding of science with God's work students should gain an increased understanding of God and His creative and sustaining power. Such a study leads to the discovery that "through faith the visible things in nature reveal the invisible realities of God." (Romans 1:20)

II. INSTRUCTIONAL GOALS

List the instructional goals for science as approved by the school's curriculum committee or faculty. (Use the Union Curriculum Guide and the NAD Framework for Science 1-12 as resources.)

1. Meet graduation requirements for NPUC and the State of Washington
2. Provide opportunity for acquaintance with and practice in scientific methods
3. Prepare students to enter future courses in the sciences with adequate background
4. Give students a secure appreciation for Creation as a theory of origins by presenting known information on origins
5. Present possible career choices
6. Draw students to a great appreciation of the creative of God by observation of complexity in the physical and biological sciences
7. Give up-to-date information and encourage students to be informed lifetime learners

III. CRITERIA STATEMENTS - SCIENCE

The following criteria provide a basis for evaluating your program. Indicate your practice by placing a check on the line under the appropriate term.

| | Never | Seldom | Often | Regularly |
|--|--|--------|-------|-----------|
| | Never | Seldom | Often | Regularly |
| | -Not implemented | | | |
| | -Infrequently or rarely the practice | | | |
| | -Frequently but not the usual practice | | | |
| | -Usual practice | | | |
| 1. The content, concepts, values and skills listed in the Union Curriculum Guide, which is based on the <u>NAD Framework for Science K-12</u> , form the basis for the science program. | 1 | 2 | | |
| 2. The union-adopted textbooks are used. | | | | 3 |
| 3. Instructional objectives are clearly stated and relate directly to the general goals of each course. | | 2 | 1 | |
| 4. The instructional objectives (including expected learning outcomes) are clearly presented to the students. | | 2 | 1 | |
| 5. The instructional objectives form the basis for evaluating student progress. | | 2 | 1 | |
| 6. Instructional objectives are in harmony with spiritual concepts and values contained in the science framework/curriculum guide. | | | | 3 |
| 7. The instructional program gives consideration to the needs, inabilities and interests of students as well as to subject matter. | | 2 | 1 | |
| 8. The laboratory experiences enhance the opportunities for students to develop character traits, e.g., integrity, responsibility, initiative, leadership, cooperation and self-direction. | | | 3 | |
| 9. Opportunities are provided for students to participate in planning, developing and evaluating laboratory experience. | | 2 | 1 | |
| 10. Community resources both human and material are utilized. | | 2 | 1 | |
| 11. Science as a process of inquiry is reflected in the science program. | | | 2 | 1 |
| 12. The science courses provide opportunities for students to study the history of science and the lives of important scientists and their contributions. | | 1 | 1 | 1 |
| 13. Time is provided in the teacher's schedule to prepare for classroom demonstrations and laboratory and field activities. | 1 | 2 | | |
| 14. Emphasis is placed on the development of investigative and problem-solving techniques. | 1 | 1 | 1 | |

| | Never | Seldom | Often | Regularly |
|--|-------|--------|-------|-----------|
| 15. Emphasis is placed upon using rational thinking processes in everyday decision making. | — | 1 | 2 | — |
| 16. Laboratory activities are investigative in nature and encourage student inquiry. | — | 1 | 2 | — |
| 17. Students are informed about professional and vocational opportunities in science. | — | — | 1 | 2 |
| 18. The departmental budget makes provision for science and instructional supplies and equipment. | — | 1 | 2 | — |
| 19. Supplementary reference materials are provided and are readily accessible. | — | — | — | 3 |
| 20. Opportunities are provided for students to develop positive attitudes toward science. | — | — | 3 | — |
| 21. Provision is made for students to develop skill in using the instruments and the proper techniques of science. | — | — | 3 | — |
| 22. Opportunities are provided for students to design experiments and construct the necessary apparatus. | 1 | 1 | 1 | — |
| 23. Provision is made for students to develop skill in finding, reading, and interpreting scientific literature. | — | — | 2 | 1 |
| 24. Opportunities are provided for students to discover how the basic principles of science are applied in helping solve society's problems. | — | 1 | 2 | — |
| 25. Students are encouraged to use their knowledge of science to enrich leisure-time activities. | — | 2 | 1 | — |

IV. INSTRUCTIONAL MATERIALS - SCIENCE

Check the school-owned items on the line to the left of each item. Indicate the degree of use you make of each item by placing a check on the line under the appropriate term.

Explanation of terms in the rating scale.

Never -Not implemented
Seldom -Infrequently or rarely the practice
Often -Frequently but not the usual practice
Regularly -Usual practice

| | Never | Seldom | Often | Regularly |
|---|----------|----------|----------|-----------|
| _____ Union-adopted textbooks | — | — | — | <u>3</u> |
| _____ Union Curriculum Guide | <u>2</u> | — | <u>1</u> | — |
| _____ Teacher's editions of the adopted textbooks | — | — | <u>1</u> | <u>2</u> |
| _____ The biological charts | — | — | <u>2</u> | — |
| _____ Models | — | <u>2</u> | <u>1</u> | — |
| _____ Supplementary books | — | — | <u>3</u> | — |
| _____ Filmstrips, slides, filmloops, transparencies | — | <u>1</u> | <u>1</u> | <u>1</u> |
| _____ Microscopes | — | N/A | <u>2</u> | — |
| _____ Classrooms equipped with gas, water, sink, lab tables | — | — | — | <u>3</u> |
| _____ Test tubes, glassware, chemicals and other apparatus to do the experiments given in the basic textbooks | — | — | <u>2</u> | <u>1</u> |
| _____ Safety procedures as listed in the teacher's editions | — | — | <u>1</u> | <u>2</u> |
| _____ Appropriate periodicals, pamphlets and reference materials | — | — | — | <u>3</u> |
| _____ Study guides and laboratory manuals | — | — | <u>3</u> | — |
| _____ Catalogs for selecting equipment and supplies | — | — | <u>2</u> | <u>1</u> |
| _____ Other | — | — | — | — |
| _____ | — | — | — | — |

V. GENERAL EVALUATION STATEMENTS - SCIENCE

1. What do you consider the strengths of your Science program?

Advanced study classes are taught.

Well-equipped departments are present.

Variety of teacher approaches enhances instruction.

2. Describe areas of concern you may have regarding your Science program.

We need some longer lab periods.

Small physics lab facility limits the lab program.

We need a lower-ability science student class.

3. Give at least one example of how your Science program is achieving the instructional goals listed on page 114 or the school's statement of philosophy and objectives.

a. Classes use current textbooks, 1985, 1986 copyrights.

b. The school promotes purchase of needed equipment.

4. Describe briefly any long-range plans you have for your Science program.

An additional course is needed physical science for Juniors is suggested.

5. List additional materials you would consider useful for enriching your Science program.

A video cassette player and monitor is needed in the department.

Physics optical equipment, laser would update the instruction.

SUBJECT AREA: SOCIAL STUDIES

List the teachers in this subject area and supply the information requested for each class taught.

Teacher Load and Course Data.

| Teacher | Course Titles | Denominational Endorsement (Yes or No) | Required or Elective | Grade Level | Enrollment | Credit Value | Per Week | |
|---------------------|-------------------|--|----------------------|-------------|------------|--------------|----------------|---------------|
| | | | | | | | No. of Periods | Total Minutes |
| 1. Ronald R. Miller | U.S. History | Yes | R | 12 | 26 | 10 | 5 | 225 |
| | U.S. History | Yes | R | 12 | 33 | 10 | 5 | 225 |
| | U.S. History | Yes | R | 12 | 35 | 10 | 5 | 225 |
| | WA State History | Yes | R | 10 | 36 | 5 | 5 | 225 |
| | WA State History | Yes | R | 10 | 30 | 5 | 5 | 225 |
| | Cont. World Hist. | Yes | R | 10 | 34 | 5 | 5 | 225 |
| | Cont. World Hist. | Yes | R | 10 | 35 | 5 | 5 | 225 |
| 2. Wayne Wentland | WA State History | Yes | R | 10 | 30 | 5 | 5 | 225 |
| | WA State History | Yes | R | 10 | 34 | 5 | 5 | 225 |
| | Cont. World Hist. | Yes | R | 10 | 24 | 5 | 5 | 225 |
| | Cont. World Hist. | Yes | R | 10 | 30 | 5 | 5 | 225 |
| 3. | | | | | | | | |
| | | | | | | | | |
| | | | | | | | | |
| | | | | | | | | |
| | | | | | | | | |

Provide information for each teacher on professional growth, in-service activities for the last three years and the current memberships in professional organizations.

Professional Activities.

| Teacher | Professional Growth, In-Service | Professional Memberships |
|---------------------|--|--|
| 1. Ronald R. Miller | In service Social Studies teachers N Pacific Union Conf. of SDA 1986 N. Pacific Union Conf. Teachers Convention 1983 WA Conf. Teachers Convention (yearly) | National Counsel for Social Studies NPA |
| 2. Wayne Wentland | N. Pacific Union Conf. Teachers Convention 1983 WA & ID Conf. Teachers Convention (yearly) | NPA |
| 3. | | |

SOCIAL STUDIES

I. INTRODUCTORY STATEMENT

The Social Studies program in Seventh-day Adventist schools is designed to emphasize the theme of God's guiding hand and His loving concern for mankind of all races, color and classes through all ages. It provides the student with an insight into God's providential leadings in the affairs of mankind in order that the counsels of His will might be realized.

Through an understanding of the relationships of geography, history, political science, economics and sociology students are better able to understand the contributions of each national culture to the developing story of mankind. It also gives students an opportunity to develop an appreciation for the Biblical concept of human worth and the value of service to mankind.

The program should provide students with an acquaintanceship with the American experience, including an understanding of the process and structure of democratic governance and the Scriptural philosophy of the Christian's relationship to government.

II. INSTRUCTIONAL GOALS

List the instructional goals for social studies as approved by the school curriculum committee or faculty. (The Union Curriculum Guide and the NAD Framework for Social Studies can be used as references.)

III. CRITERIA STATEMENTS - SOCIAL STUDIES

The following criteria provide a basis for evaluating your program. Indicate your practice by placing a check on the line under the appropriate term.

Explanation of terms in the rating scale:

| | |
|-----------|--|
| Never | -Not implemented |
| Seldom | -Infrequently but rarely the practice |
| Often | -Frequently but not the usual practice |
| Regularly | -Usual practice |

| | Never | Seldom | Often | Regularly |
|---|-------|--------|-------|-----------|
| 1. The content, concepts, skills and values listed in the Union Curriculum Guide, which is based on the <u>NAD Framework for Social Studies K-12</u> , form the basis for the social studies program. | — | — | X | — |
| 2. The union-adopted textbooks are used. | — | — | — | X |
| 3. Instructional objectives are clearly stated and relate directly to the general goals for each grade or course. | — | — | X | — |
| 4. The instructional objectives (including expected learning outcomes) are clearly presented to the students. | — | — | X | — |
| 5. The instructional objectives form the basis for evaluating student progress. | — | — | X | — |
| 6. The instructional program gives consideration to the needs, abilities and interests of students as well as to subject matter. | — | — | X | — |
| 7. Provision is made for development of problem-solving skills. | — | — | X | — |
| 8. Provision is made for achievement in concept as well as content learning. | — | — | X | — |
| 9. Instructional materials are in agreement with Seventh-day Adventist concepts and values. | — | — | — | X |
| 10. The instructional program encourages students to develop values and a life style that reflects Biblical principles. | — | — | X | — |
| 11. Reference and study skills appropriate to each course are emphasized. | — | — | X | — |
| 12. Bible prophecy is used to place historical events in proper perspective. | — | — | X | — |
| 13. Students are encouraged to respect the diverse religious, social, ethnic and cultural values held by others. | — | — | — | X |

- | | Never | Seldom | Often | Regularly |
|--|-------|----------|----------|-----------|
| 4. Students are encouraged to respect and evaluate the opinions expressed by others. | — | — | — | <u>✓</u> |
| 5. Opportunities are provided for students to become acquainted with the facilities, resources, and services of the community. | — | <u>X</u> | — | — |
| 6. The multicultural contributions of all races to societies past and present are emphasized. | — | — | <u>X</u> | — |
| 7. Provision is made for issues in human relationship to be examined. | — | — | <u>X</u> | — |

IV. INSTRUCTIONAL MATERIALS - SOCIAL STUDIES

Check the school-owned items on the line to the left of each item. Indicate the degree of use you make of each item by placing a check on the line under the appropriate term.

Explanation of terms in the rating scale.

| Never | -Not implemented | Never | Seldom | Often | Regularly |
|--|--|--------------------------|-------------------------------------|-------------------------------------|-------------------------------------|
| Seldom | -Infrequently or rarely the practice | | | | |
| Often | -Frequently but not the usual practice | | | | |
| Regularly | -Usual practice | | | | |
| <input type="checkbox"/> Union Curriculum Guide | | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> Union-adopted textbooks | | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| <input type="checkbox"/> Globe | | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> Overhead transparencies | | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> Atlases | | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> Encyclopedias | | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> Motion pictures | | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> Cassette and slide program | | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> Tape recordings | | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> Radio and television | | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> Organized file of social studies material | | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> Maps | | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| <input type="checkbox"/> Blackboard | | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| <input type="checkbox"/> Video Recorder | | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |

V. GENERAL EVALUATION STATEMENTS - SOCIAL STUDIES

- 1. What do you consider to be the strengths of your Social Studies program?**

see page 124A

- 2. Describe the areas of concern you may have regarding your Social Studies program.**

see page 124A

- 3. Give at least one example of how your Social Studies program is achieving the instructional goals listed on page 120 or the school's statement of philosophy and objectives.**

see page 124A

- 4. Describe briefly any long-range plans you have for your Social Studies program.**

see page 124A

- 5. List additional materials you would consider useful for enriching your Social Studies program.**

see page 124A

1. R: There are two members in the department coming from different backgrounds, both well prepared in the social studies, with a love for history. One member has traveled and lived in different parts of the world and both have traveled and studied in the United States. They have well equipped classrooms with very adequate audio visual materials available. A one week Northwest History Tour is available each year to 38 students.
2. R: Our only area of concern is that we make sure and not rely on past accomplishments and become stale and boring to our students. We must always keep learning and seeking to challenge each student.
3. R: Students on beginning a course of U.S. History concerning the discovery of America are introduced to the idea as developed by the teacher that events seem to indicate that the God of the Universe planned that it would be people from England that would settle the area now called the United States. This introduction leads to an excellent discussion on God's leadership in world history. A quote from the book Education p. 73 is framed and the basis for many discussions as the school year passes.
4. R: Members of the department need to continue to evaluate student needs in the area of curriculum. They need to keep current and strengthen weak areas as they are observed, making sure to the best of their abilities they do not become stale. They need to continue to grow educationally by taking additional classes and workshops in areas of need. They must always allow time for individual instruction. The history department plans to add an elective one semester course in American government next year and we are studying the need to offer one more semester in Contemporary World history. A number of years ago Washington State allowed us to give one semester of credit for our Senior Bible class. We are not sure the Bible class is meeting the state requirements at this time.
5. R: There are always materials that teachers could desire but at Auburn Adventist Academy we have been blessed with usually having the materials necessary. It would be desirable to have available in each room a VHS video player and monitor. Also we would like to start gathering some computer software in the social studies area.

MEDIA CENTER/LIBRARY

List the Media Center/Library staff and supply information requested.

Staff load

| Staff | Denominational Endorsement (Yes or No) | List Schedule of hours in Library | Additional Assignments |
|---------------------------|--|---|--|
| 1. <u>Laurinda Crays</u> | yes | ½ days 4+ hrs. daily | no |
| 2. <u>John F. Gatchet</u> | no | 8 hrs./day | Guidance Director Bible- 1 section of God's Church |

Provide information on professional growth, inservice activities for the last three years and the current memberships in professional organizations for each staff member.

Professional Growth Activities

| Staff | Professional Growth, In-Service | Professional Memberships |
|---------------------------|---|--|
| 1. <u>Laurinda Crays</u> | Wash. Conf. SDA Educators Conf. August 85 Computer Training 1983 College Teaching 84-85 | Association of SDA Educators |
| 2. <u>John F. Gatchet</u> | NPUC Media Center Workshop Guidance Counselor Work- shop WWC NPUC Social Studies Work- shop 1983 NPUC Curriculum Committee | Adventist Student Personnel Association American Association for Counseling and Development Association of SDA Educators |

Computer Class WWC and LAA
NPUC Teachers Convention
Washington Conference Hope Retreat

MEDIA CENTER/LIBRARY

I. INTRODUCTORY STATEMENT

The media center/library is an extension of the classroom, providing a place where the library books, periodicals, and other instructional materials and equipment are readily accessible to students and teachers. It is central to an effective school program serving not only a leadership function in improving the educational environment, but also a supportive function by providing the resources for learning.

II. MEDIA CENTER/LIBRARY GOALS

List the goals of the media center/library as approved by the school's curriculum committee and the faculty.

1. To support the Seventh-day Adventist philosophy and the instructional program of the school.
2. To provide an adequate, carefully chosen, and well-balanced selection of books, periodicals, and audiovisual aids, both hardware and software.
3. To meet the instructional needs and interests of the students and teachers.
4. To provide for the development of library skills and techniques which enable the student to become an intelligent user of printed materials and other media.
5. To encourage independent study, critical thinking, and an appreciation for library materials.
6. To provide an atmosphere and environment for promoting varied interests for students to learn and discover.
7. To acquaint students and faculty with the facilities, resources, and services of the community and county.
8. To provide experiences through which students develop satisfactory life-long interests and habits in reading, listening, and viewing.
9. To provide the faculty with materials which will contribute to their professional growth and aid curriculum development.
10. To provide classification, organization, and storage for books, materials and media collections.

III. CRITERIA STATEMENTS - MEDIA CENTER/LIBRARY

The following criteria provide a basis for evaluating your program. Indicate your practice by placing a check on the line under the appropriate term.

Explanation of terms in the rating scale:

| | |
|-----------|--|
| Never | -Not implemented |
| Seldom | -Infrequently but rarely the practice |
| Often | -Frequently but not the usual practice |
| Regularly | -Usual practice |

| | | | |
|-------|--------|-------|-----------|
| Never | Seldom | Often | Regularly |
|-------|--------|-------|-----------|

- | | | | | | |
|-------|---|----------|----------|----------|----------|
| * 1. | The media center/library accommodates a variety of learning activities. | — | — | <u>2</u> | <u>7</u> |
| * 2. | The media center/library adequately accommodates the student and instructional needs. | — | <u>1</u> | <u>5</u> | <u>3</u> |
| * 3. | Teachers make assignments which require student use of the media center/library. | — | <u>1</u> | <u>6</u> | <u>2</u> |
| 4. | Students are taught how to use appropriate reference materials. | — | <u>1</u> | <u>6</u> | <u>2</u> |
| 5. | The annual expenditure for books and periodicals meets education code requirements. | — | — | <u>1</u> | <u>3</u> |
| 6. | Provision is made in the media center/library budget for purchase of records, tapes, slides, and filmstrips. | — | — | <u>1</u> | <u>7</u> |
| 7. | A written materials selection policy developed by the school which meets Seventh-day Adventist standards and guidelines is followed in the purchase of material for the media center. | — | <u>1</u> | — | <u>4</u> |
| 8. | Provision is made for display and storage of materials such as magazines, pamphlets, clippings, and pictures. | — | — | <u>1</u> | <u>8</u> |
| 9. | Provision is made for maintenance and storage of software, such as filmstrips, cassettes, and records. | — | — | <u>3</u> | <u>5</u> |
| * 10. | The vertical file is used by students because it contains up-to-date, organized and relevant materials. | <u>1</u> | <u>4</u> | <u>2</u> | <u>1</u> |
| 11. | The Dewey Decimal Classification system is consistently followed for organizing the book collection. | — | — | <u>1</u> | <u>4</u> |
| 12. | Church-oriented reference works are available for student use. | — | <u>1</u> | <u>1</u> | <u>7</u> |
| 13. | Efforts are made to maintain a balanced distribution of books to meet the scholastic, cultural, and spiritual needs of the students. | — | <u>1</u> | — | <u>5</u> |
| 14. | The adequacy of the shelving available for the library collection enhances the accessibility of materials. | <u>1</u> | <u>3</u> | <u>5</u> | — |

* Indicates annotated comments in appendix--see page 127a

| | Never | Seldom | Often | Regularly |
|---|----------|----------|----------|-----------|
| * 15. The work area facilitates efficiency for cataloging, storing, and repairing of materials. | <u>2</u> | <u>4</u> | <u>2</u> | <u>1</u> |
| * 16. Audiovisual equipment is inspected and maintained in good working condition. | <u>—</u> | <u>4</u> | <u>3</u> | <u>2</u> |
| 17. Subscriptions to denominational periodicals which are appropriate for student use are available. | <u>—</u> | <u>—</u> | <u>—</u> | <u>9</u> |
| 18. Subscriptions to a variety of secular magazines are appropriate to grade level and subject areas. | <u>—</u> | <u>—</u> | <u>1</u> | <u>8</u> |
| 19. A listening center allowing individual use of audio materials is available. | <u>2</u> | <u>1</u> | <u>4</u> | <u>—</u> |
| 20. The library is open daily on a regular schedule which meets student needs. | <u>—</u> | <u>—</u> | <u>3</u> | <u>6</u> |
| 21. Purchases are made of high interest low vocabulary books to meet special needs. | <u>—</u> | <u>1</u> | <u>4</u> | <u>—</u> |

IV. MEDIA CENTER/LIBRARY HOLDINGS

Indicate the number of titles, sets or items housed in the media center on the lines to the left of the items. Indicate the degree of use made of each item by placing a check on the line under the appropriate term of the rating scale.

Explanation of terms in the rating scale:

| | |
|-----------|--|
| Never | -Not implemented |
| Seldom | -Infrequently or rarely the practice |
| Often | -Frequently but not the usual practice |
| Regularly | -Usual practice |

A. Print Materials

| | Never | Seldom | Often | Regularly |
|---|----------|----------|----------|-----------|
| <u>2</u> Encyclopedia appropriate to secondary level, not more than five-years old. | <u>—</u> | <u>—</u> | <u>2</u> | <u>3</u> |
| <u>1</u> Modern unabridged dictionary | <u>—</u> | <u>—</u> | <u>2</u> | <u>3</u> |
| <u>2</u> World atlas not more than five-years old | <u>—</u> | <u>1</u> | <u>2</u> | <u>—</u> |
| <u>1</u> Bible atlas | <u>—</u> | <u>1</u> | <u>2</u> | <u>—</u> |
| <u>1</u> Current year's almanac | <u>—</u> | <u>3</u> | <u>—</u> | <u>—</u> |
| <u>4</u> Bible Concordance | <u>—</u> | <u>—</u> | <u>2</u> | <u>3</u> |
| <u>12</u> Bible Dictionary | <u>—</u> | <u>1</u> | <u>3</u> | <u>1</u> |

- *2. The librarian and his associate feel that the LRC regularly accomodates the student and instructional needs.
- *3. The library is used to the extent that at times we have had trouble scheduling classes using the LRC.
- *10. The vertical file is used more than seldom as far as the LRC director and his associate are concerned. English, Bioloby, and History students have availed themselves of materials for projects and reports.
- *15. We have a system that we feel is efficient even though the area is small.
- *16. The LRC regularly sends equipment for repair through our local Educational Service District.

| | Never | Seldom | Often | Regularly |
|--|-------|----------|----------|-----------|
| <u>3</u> Three-volume index to E. G. White's writings | — | — | — | <u>5</u> |
| <u>1</u> Current SDA Yearbook | — | <u>3</u> | — | <u>1</u> |
| <u>4</u> Set(s) of SDA Bible Commentary (11 volumes) | — | — | — | <u>5</u> |
| <u>490</u> Ellen G. White books - W | — | — | — | <u>6</u> |
| <u>124</u> General Works - 000-099 Reference; encyclopedias | — | — | — | <u>4</u> |
| <u>100</u> Philosophy - 100-199 Psychology Ethics—Conduct of life, friendship, success | — | <u>2</u> | <u>1</u> | <u>1</u> |
| <u>1313</u> Religion - 200-299 Bibles, Commentaries, Concordances Bible dictionaries, Bible atlases Christ's life Christian life and devotional books Mission stories | — | — | <u>1</u> | <u>3</u> |
| <u>980</u> Social Sciences - 300-399 Culture, Community, Government Communications and Transportation Customs, Holidays, Etiquette | — | <u>1</u> | <u>2</u> | <u>1</u> |
| <u>76</u> Language - 400-499 Dictionaries Word histories | — | <u>1</u> | <u>3</u> | — |
| <u>763</u> Natural Science - 500-599 General Books on nature Mathematics, Astronomy Physics and Chemistry Earth Science, Weather, Fossils Biology, Botany, animals of all kinds and animal stories | — | — | <u>4</u> | — |
| <u>913</u> Applied Science -600-699 Engineering; mechanical, electrical, atomic, automotive, aeronautical, space travel Agriculture, pets, sewing, cooking, child care, carpentry, manufacturing, building | — | <u>1</u> | <u>3</u> | — |
| <u>710</u> The Arts, Recreation - 700-799 Architecture, sculpture, arts and crafts, handicrafts, painting, graphic arts, photography, music, sports and hobbies | — | <u>1</u> | <u>1</u> | <u>2</u> |
| <u>697</u> Literature - 800-899 Poetry, character- building stories | — | — | <u>2</u> | <u>2</u> |

2539 History, Biography and Travel - 900-999
Travel and geography, history, biography

Never
Seldom
Often
Regularly

8362 Total number of titles exclusive of reference books

9 Total number of denomination periodical subscriptions

77 Total number of secular magazine subscriptions

B. Equipment

1 8mm. projectors

3 1 — —

5 16mm. projectors

— — 1 5

5 Filmstrip projectors

— 2 2 3

5 Sound filmstrip projectors

— — 1 4

1 Opaque projectors

— 1 3 2

9 Overhead projectors

— — — 6

2 Tripod projection screens

— — — 5

2 Record players

— 2 2 2

5 Cassette recorders

— 1 4 —

0 Video cameras

2 — 1 1

0 Video tape recorders

— — 1 2

0 T.V. monitors

— — 1 2

5 Other (list) Microfiche readers

— 1 — 2

1 Micro-film reader

— — 2 —

1 Radio-tape player

— — — 2

1 Tape duplicator

— — 2 —

2 Amplifiers

— — 2 —

1 Sound slide projector

— 2 — —

8 Equipment carts

— — 1 4

1 Laminator

— 2 — —

1 Thermal copier

— — 2 —

V. GENERAL EVALUATION STATEMENTS - MEDIA CENTER/LIBRARY

1. What do you consider strengths of your Media Center/Library?

see page 131a

2. Describe the areas of concern you may have regarding your Media Center/Library.

see page 131a

3. Give at least one example of how your Media Center/Library is achieving its statement of the goals listed on page 126 or the school's statement of philosophy and objectives.

see page 131a

4. Describe briefly any long-range plans you have for your Media Center/Library.

see page 131a

5. List additional materials and equipment you would consider useful for enriching your Media Center/Library.

see page 131a

1. R: Learning Resource Center staff who are concerned, and always there to help students and teachers. The Media Center is open long hours during the school day and every effort is made to provide essential services.
The many study carrels provide privacy and stimulate quiet study and appropriate decorum in the library. The atmosphere is pleasant with excellent lighting and attractive decor. A vertical file that reflects current materials not often available in other source materials. An adequate and well-used career information center highlights a Learning Resource Center that gets much student use.
2. R: The space for reading room, work, and storage of materials is inadequate. Student workers are often in each others way and could use more work area. Storage facilities are presently used to their maximum potential. The audio-visual area is particularly cramped. A classroom or larger area would be helpful in instances where teachers bring their students to the Media-Center. It is difficult to accomodate a class and the regular student patrons during certain portions of the day.
The Learning Resource Center does not have a video camera, recorder; or monitor. These would be valuable additions.
A final area of concern is that there is no listening area that can be easily utilized by students and staff.
3. R:
- a. Through a career center that is constantly adding and updating books, career briefs, pamphlets, and pertinent materials.
 - b. The periodicals and books purchased are evaluated with the philosophy and objectives at the school constantly a part of the process.
 - c. Learning Resource Center supervisors are constantly striving for an attractive, and orderly library with an inviting and warm atmosphere.
 - d. The LRC supervisors and staff seek constantly to invite use of the facility and to establish a service oriented atmosphere.
4. R: Long range plans for the LRC include extending the area out to the side-walk on the north side of the building. This has been discussed with an architect and the Conference officials.
A computerized inventory system and card catalogue are future considerations, along with general use of a computer for media, records, and tasks.
5. R:
- a. One or more computers
 - b. Micro-fiche reader printer
 - c. Copy machine
 - d. Video camera and recorder combination
 - e. New cassette duplicator

SCHOOL PLANT AND SERVICES

List classified staff members and supply information requested.

Staff and Assignment

| Staff Member | Work Assignment | No. of Students Employed |
|------------------|--------------------------|--------------------------|
| 1. Bob Freitas | Bldg Maint/ construction | |
| | Carpentry/ Co-ordination | 10 |
| | Central Supply | |
| | | |
| 2. Cliff Ahlberg | Heat/ Lights/Sewer | 4 |
| | Water/ Bus repair | |
| | Bus Driving | |
| | | |
| 3. Bob Farver | Grounds/ locks | |
| | Bus Driving/ vehicle | 8 |
| | Maintenance | |
| | | |

Provide information for each staff member on professional growth activities and in-service experiences for the last three years.

Professional Growth Activities

| Staff Member | Professional Growth Experience |
|------------------|--------------------------------|
| 1. Bob Freitas | AUTOMOTIVE CONF |
| 2. Cliff Ahlberg | " " |
| 3. Bob Farver | " " |

SCHOOL PLANT AND SERVICES

I. INTRODUCTORY STATEMENT

The purpose and function of the educational program is enhanced by the location, adequacy, and appearance of the school facilities and the quality and quantity of the support services that are provided.

II. SCHOOL PLANT AND SERVICES GOALS

List the goals for the service departments as approved by the school administration.

1. To provide the teachers and staff with a safe, healthful environment.
2. To keep replacement costs to a minimum through a consistent preventive maintenance program.
3. To enhance the beauty of our campus setting by maintaining a strong grounds program.
4. To establish a strong work ethic among the students employed by plant services.
5. To work with administration in the areas of repairs, construction, and purchasing in order to maintain existing facilities as well as to provide for future needs.
6. To coordinate all plant services in the maintenance of faculty and staff housing.
7. To support the philosophy and objectives of the organization with regard to student labor and in associating with students, faculty, and staff in extra-curricular activities.
8. To direct the service departments in coordinated efforts of cost awareness, loss control, and energy conservation.
9. To centralize all maintenance functions and services in one building with supplies and materials available for all department needs.

III. CRITERIA STATEMENT - SCHOOL PLANT AND SERVICES

The following criteria provide a basis for evaluating the adequacy of the school plant and services. Indicate the adequacy of each item by placing a check on the line under the appropriate term.

Explanation of terms in the rating scale:

| | |
|-----------|--------------------------------------|
| Poor | -Fails to meet minimum level of need |
| Fair | -Barely adequate |
| Good | -Satisfactory for its purpose |
| Excellent | -Superior |

| | | | |
|------|------|------|-----------|
| Poor | Fair | Good | Excellent |
|------|------|------|-----------|

A. School Site

| | | | | |
|---|---|---|----------|----------|
| 1. The adequacy of the site for present and projected needs. | — | — | — | <u>4</u> |
| 2. The landscaping of the campus. | — | — | — | <u>4</u> |
| 3. The appropriateness of the school sign in identifying the school as a Seventh-day Adventist institution. | — | — | — | <u>4</u> |
| 4. The provision for the display of the U.S. and state flags (national and provincial in Canada) near the main entrance to the campus and/or the administration building. | — | — | — | <u>4</u> |
| 5. The provision made for year-round maintenance of the campus. | — | — | <u>2</u> | <u>2</u> |
| 6. The design of the school plant allows the school's philosophy, objectives, and priorities to be easily implemented. | — | — | <u>1</u> | <u>3</u> |
| 7. The school plant design facilitates flexibility of use. | — | — | — | <u>4</u> |
| 8. The school plant incorporates aesthetic qualities that enhance the learning environment. | — | — | <u>4</u> | — |

B. Buildings

| | | | | |
|---|---|----------|----------|----------|
| 1. The provision made for outdoor recreational activities. | — | — | <u>4</u> | — |
| 2. The maintenance of the traffic areas for vehicles. | — | — | <u>4</u> | — |
| 3. The instructional areas facilitate individual as well as group learning needs. | — | — | <u>4</u> | — |
| 4. The buildings conform to fire and safety codes and regulations. | — | — | — | <u>4</u> |
| 5. The design and location of the buildings facilitate the movement of students on campus. | — | — | — | <u>4</u> |
| 6. The heating and ventilating systems of the buildings promote comfort and healthful conditions. | — | <u>1</u> | <u>3</u> | — |

| | Poor | Fair | Good | Excellent |
|--|------|----------|----------|-----------|
| 7. The provision for storage for each instructional area. | — | <u>4</u> | — | — |
| 8. The adequacy of classroom lighting. | — | — | — | <u>4</u> |
| 9. The adequacy of the number and size of classrooms for the enrollment and the course offerings. | — | — | — | <u>4</u> |
| 10. The adequacy of the administrative area for the size of school. | — | — | <u>4</u> | <u>4</u> |
| 11. Each classroom has adequate seating and equipment for the expected learning activities. | — | — | <u>4</u> | <u>4</u> |
| 12. Doors and/or rooms are identified by appropriate signs. | — | — | — | <u>4</u> |
| 13. The United States flag (Canadian flag in Canada) is properly displayed in each classroom. | — | — | <u>4</u> | — |
| 14. The provision for a teacher's workroom is adequate. | — | — | <u>4</u> | — |
| 15. The rest rooms are clean and well-maintained. | — | — | <u>4</u> | — |
| C. <u>Food Service Facilities</u> | | | | |
| 1. The dining area and furnishings are clean and aesthetically pleasing. | — | — | — | <u>4</u> |
| 2. Appropriate receptacles and pick-up service are provided for disposal refuse. | — | — | <u>4</u> | — |
| 3. Lavatory facilities are readily accessible to students entering or leaving the dining area. | — | — | — | <u>4</u> |
| 4. The kitchen is adequately ventilated. | — | — | <u>4</u> | — |
| 5. The kitchen and service areas are furnished with equipment that meets local and state sanitation standards. | — | — | <u>4</u> | — |
| 6. Mechanical dishwashing facilities are adequate. | — | — | <u>4</u> | — |
| 7. Refrigeration facilities are appropriate and easily accessible. | — | — | <u>4</u> | — |
| 8. Storage facilities are of sufficient size to handle the needs of food service. | — | — | — | <u>4</u> |
| 9. Storage facilities are maintained in an orderly and sanitary condition. | — | — | — | <u>4</u> |
| 10. All pieces of mechanical equipment are provided with safety devices. | — | — | <u>4</u> | — |
| 11. Food preparation and serving areas meet health and safety requirements. | — | — | <u>4</u> | — |

12. The menu is planned to promote a nutritionally balanced diet in harmony with SDA standards.

| Poor | Fair | Good | Excellent |
|------|------|------|-----------|
| — | — | — | 4 |

D. Custodial, Ground and Maintenance Services

- The custodial services are adequate for maintaining neat and clean buildings.
- Custodial equipment and supplies are adequate and in good condition.
- Neatness and care are emphasized in custodial work done by students.
- Work and supply rooms are made available for custodial services.
- Custodial work and storage areas are kept clean and orderly and meet fire and safety standards.
- Work and supply rooms are available for maintenance services.
- Plant maintenance work and storage areas are kept clean and orderly and meet fire and safety standards.

| | | | |
|---|---|---|---|
| — | — | 4 | — |
| — | — | 4 | — |
| — | — | 4 | — |
| — | — | 4 | — |
| — | — | 4 | — |
| — | — | 4 | — |
| — | — | 4 | — |

E. Health Services

- The adequacy of the facility for health care.
- The accessibility of toilet and lavatory facilities to patients in the health facility.
- The adequacy of emergency and first aid supplies and equipment.
- The provisions are made for maintaining student health records.
- The adequacy of the office space for the school nurse.
- The adequacy of the vision and hearing screening procedure.
- The adequacy of provision for health care during emergencies and for other times when a school nurse is not on duty.
- The procedures for verifying that the required physical examinations are current.

| | | | |
|---|-----|---|---|
| — | 4 | — | — |
| — | — | 4 | — |
| — | — | 4 | — |
| — | — | 4 | — |
| — | 4 | — | — |
| — | n/a | — | — |
| — | — | 4 | — |
| — | — | 4 | — |

F. Fire and Safety Services

- The school plant is maintained in a manner that promotes health and safety.

| | | | |
|---|---|---|---|
| — | — | 4 | — |
|---|---|---|---|

2. The fire and safety program meets standards required by the General Conference Office of Risk Management.
3. Facilities and equipment for fire protection conform in type and number to meet the requirements of all codes and insurance regulations.
4. Fire and smoke alarms meet code requirements.
5. Flammable materials such as paints and chemicals are stored according to safety regulations.
6. Fire drills are held in compliance with regulations and involve residence halls in boarding schools.
7. The purity of the water supply is verified according to state regulations.

| Poor | Fair | Good | Excellent |
|------|------|------|-----------|
| — | — | 4 | — |
| — | — | 4 | — |
| — | — | 4 | — |
| — | 4 | — | — |
| — | — | 4 | — |
| — | — | — | 4 |

G. School Vehicles

1. All school-owned vehicles are given regular service and safety checks.
2. All school-owned vehicles meet state laws and insurance regulations.
3. All school-owned vehicles are driven by properly trained and licensed drivers.

| | | | |
|---|---|---|---|
| — | — | 4 | — |
| — | — | 4 | — |
| — | — | 4 | — |

H. Residence Halls (Boarding Academy only)

1. The residence halls are maintained in a manner that promotes the health and safety of the residents.
2. The residence halls are designed to facilitate ease of supervision.
3. The residence halls have adequate worship and recreational facilities.
4. The schedule makes provision for all students to participate in morning and evening worship.
5. The spirit and atmosphere of the residence halls are characterized by cheerfulness, cooperation, and mutual respect for one another.
6. Proper Sabbath decorum is maintained.
7. Music in the residence halls is appropriate for a Seventh-day Adventist school.

| | | | |
|---|---|---|---|
| — | — | 4 | — |
| 4 | — | — | — |
| — | — | 4 | — |
| — | 4 | — | — |
| — | — | 4 | — |
| — | — | 4 | — |
| — | 4 | — | — |

| | Poor | Fair | Good | Excellent |
|---|------|----------|----------|-----------|
| 8. Quality reading materials including denominationally prepared books and periodicals are provided in the residence halls. | — | <u>4</u> | — | — |
| 9. The residence hall rooms are adequately furnished and contain ample closets. | — | — | <u>4</u> | — |
| 10. Facilities for study and writing are provided in each student room. | — | — | <u>4</u> | — |
| 11. Each student room is properly ventilated. | — | — | <u>4</u> | — |
| 12. The residence halls are attractive and aesthetically pleasing. | — | — | <u>4</u> | — |
| 13. Toilets, lavatories and shower rooms are kept in sanitary condition and properly ventilated. | — | — | <u>4</u> | — |
| 14. Fire escapes, extinguishers and emergency equipment are inspected and maintained for the safety of the students. | — | — | <u>4</u> | — |

IV. GENERAL EVALUATION - SCHOOL PLANT AND SERVICES

Place a check on the line under the appropriate term of the rating scale which best describes the overall adequacy of each of the following areas of the school plant and services. Include consideration of space allocation and equipment when evaluating a facility of the school plant.

Explanation of terms in the rating scale:

| | |
|-----------|---------------------------------------|
| Poor | -Fails to meet minimum level of needs |
| Fair | -Barely adequate |
| Good | -Satisfactory for its purpose |
| Excellent | -Superior |

| Poor | Fair | Good | Excellent |
|------|------|------|-----------|
|------|------|------|-----------|

A. School Plant

| | | | | |
|--|---|----------|----------|----------|
| Site | — | — | — | <u>4</u> |
| Buildings | — | — | — | <u>4</u> |
| Administrative Area | — | — | — | <u>4</u> |
| General Classrooms | — | — | — | <u>4</u> |
| Teacher Workrooms | — | <u>4</u> | — | — |
| Staff Room | — | <u>4</u> | — | — |
| Gymnasium/Auditorium | — | — | <u>4</u> | — |
| Food Service Facilities | — | — | — | <u>4</u> |
| Recreational Areas | — | — | <u>4</u> | — |
| Residence Halls (for boarding schools) | — | — | <u>4</u> | — |
| Facilities for Service Departments (Grounds, Custodial, Maintenance) | — | — | <u>4</u> | — |

B. Services

| | | | | |
|-----------------|---|---|----------|----------|
| Cafeteria | — | — | — | <u>4</u> |
| Custodial | — | — | <u>4</u> | — |
| Fire and Safety | — | — | — | <u>4</u> |
| Grounds | — | — | <u>4</u> | — |
| Health | — | — | <u>4</u> | — |
| Maintenance | — | — | <u>4</u> | — |
| Sanitation | — | — | <u>4</u> | — |
| Transportation | — | — | <u>4</u> | — |

V. GENERAL EVALUATION STATEMENTS - SCHOOL PLANT AND SERVICES

1. What do you consider the strengths of your school plant and services?

Most facilities are very adequate and functional.
The academy church has been a great addition for our youth/staff/community.
The new maintenance facility gives good centralization for all service departments.

2. Describe the areas of concern you may have regarding your school plant and services.

Many buildings are showing age and need long term planning/maintenance.
At the present time a housing shortage exists.

3. Give at least one example of how your school plant and services are helping to achieve goals listed on page 133 or the school's philosophy and objectives.

The quality of the grounds gives a very positive setting for students/visitors/staff.
The new maintenance building has brought all service areas together.

4. Describe briefly any long-range plans you have for your school plant and services.

The Learning Resource Center needs to be expanded for more effective student use.
The Home Economic Department needs to be relocated in the I.A. facility.
Additional student rooms need to be provided in Nelson Hall.

5. Recommend, in order of priority, steps for the correction of deficiencies in the school plant and services.

- a. Home Ec. relocation/I.A. adjustments
- b. Nelson Hall remodeling
- c. Building of more staff housing
- d. L.R.C. expansion
- e. Outdoor recreation facilities (up grading)
- f. Gym stage remodeling

WORK PROGRAM

I. INTRODUCTORY STATEMENT

An essential aspect of every school's educational program is the work opportunities provided for students. It is here where students are led to see the true dignity of labor and are given the experience of gaining those skills and traits which will prepare them for the world of work and to be responsible citizens.

"Some hours each day should be devoted to useful education in lines of work that will help the students in learning the duties of practical life, which are essential for our youth." FE 228.

II. WORK PROGRAM GOALS

List the goals for the work program as approved by the administration and staff.

- to teach the student good work habits of punctuality, acceptance of responsibility, and faithfulness in performance of assigned duties
- to offer a way for the students to defray part of their school expenses
- to provide on-campus employment for all dormitory students
- to maximize school-related work opportunities for as many village students as possible
- to aid village students in obtaining employment off campus whenever job availability is known by the business manager
- to encourage the productive use of time by each student
- to foster the development of positive work habits which will be transferable to future employment

III. CRITERIA STATEMENTS - WORK PROGRAM

The following criteria provide a basis for evaluating the degree to which Seventh-day Adventist educational philosophy is being implemented in the school program. Indicate the practice by placing a check on the line under the appropriate term.

Explanation of terms in the rating scale:

| | |
|-----------|--|
| Never | -Not implemented |
| Seldom | -Infrequently or rarely the practice |
| Often | -Frequently but not the usual practice |
| Regularly | -Usual practice |

| | | | |
|-------|--------|-------|-----------|
| Never | Seldom | Often | Regularly |
|-------|--------|-------|-----------|

A. CLASSIFIED STAFF

- | | | | | |
|---|---|----------|----------|----------|
| 1. There is adequate two-way communication between administration and classified staff. | — | — | — | <u>X</u> |
| 2. The lines of authority are defined and encourage efficiency of operation. | — | — | <u>X</u> | — |
| 3. A job description is provided for each classified staff member. | — | — | <u>X</u> | — |
| 4. The school provides orientation and in-service training for the classified staff. | — | <u>X</u> | — | — |
| 5. The employees (listed below) are able to accomplish the work assigned during regular work hours. | | | | |
| Clerical | — | — | — | <u>X</u> |
| Cafeteria | — | — | — | <u>X</u> |
| Grounds | — | — | — | <u>X</u> |
| Maintenance | — | — | <u>X</u> | — |
| Custodial | — | — | — | <u>X</u> |
| Other - Academy day Care, Sea Tac Pac and Press | — | — | <u>X</u> | — |
| 6. Provision is made for maintaining safe and healthful working conditions. | — | — | — | <u>X</u> |
| 7. The classified staff exerts a positive influence on the character development of students. | — | — | — | <u>X</u> |
| 8. In schools where students receive academic credit for work the classified staff has a role in: | | | | |
| a. Decision-making and implementation of the program. | — | — | — | <u>X</u> |
| b. Reporting student progress. | — | — | — | <u>X</u> |
| c. Making suggestions regarding change. | — | — | <u>X</u> | — |

B. STUDENTS

| | Never | Seldom | Often | Regularly |
|--|-------|--------|----------|-----------|
| 1. Students reflect positive attitudes and behavior toward work. | — | — | <u>X</u> | — |
| 2. The following habits are encouraged in each work department: | | | | |
| a. Accuracy | — | — | — | <u>X</u> |
| b. Cooperation | — | — | — | <u>X</u> |
| c. Punctuality | — | — | — | <u>X</u> |
| d. Thoroughness | — | — | — | <u>X</u> |
| 3. The dignity of labor is emphasized. | — | — | <u>X</u> | — |
| 4. Students exercise care in the use of facilities and equipment. | — | — | <u>X</u> | — |
| 5. Habits of cleanliness and neatness are evidenced in the students' work. | — | — | <u>X</u> | — |
| 6. Habits of safety are practiced by students. | — | — | <u>X</u> | — |
| 7. Students are given instruction in safety. | — | — | <u>X</u> | — |
| 8. There is adequate two-way communication between supervisors and students. | — | — | — | <u>X</u> |
| 9. Students are provided opportunity to experience the benefits of working as a team member. | — | — | — | <u>X</u> |
| 10. Students take pride in their work. | — | — | <u>X</u> | — |
| 11. Students develop skills needed for useful and productive labor. | — | — | <u>X</u> | — |

IV. GENERAL INFORMATION - WORK PROGRAM

1. List the departments or school-owned industries that provide student labor. Indicate the number of students working in each.

| | |
|-------------------|----|
| Academy Day Care | 3 |
| Administration | 19 |
| Food Service | 71 |
| Boys Dorm | 24 |
| Girls Dorm | 36 |
| Instructional | 57 |
| LRC | 10 |
| Music | 11 |
| Plant Maintenance | 27 |
| Sea Tac Pac | 5 |

2. List the privately owned industries that provide student labor. Indicate the number of students working in each.

1. On-campus industries

| | |
|----------------------|----|
| Harris Pine Mill | 99 |
| The Beall Orchid Co. | 6 |
| Academy Farms | 1 |

2. Off-campus industries

| | |
|------------------------------|----|
| Rainier Natural Foods | 3 |
| various fast food businesses | 8 |
| other employment | 12 |

3. To what extent are work opportunities provided for all students requesting work?

Although some students who would like employment are not able to be placed in a job at the beginning of the school year, by the end of the 1st semester virtually all students who have an interest in being involved in the work program have been placed in a job. For all practical purposes, all students who actively seek employment will receive job placement during the school year.

4. What measures are taken to develop a coordinated and supportive program among the instructional, work, and cocurricular activities of the institution?

The daily schedule is designed to provide opportunity for each student to be involved in a balanced program of classes, work, music, and recreation. The class schedule in the morning involves primarily sophomore and senior classes with freshmen and junior classes in the afternoon. This allows nearly all students to have a block of time available for employment. There is also a "neutral" class period at the end of the morning and also the end of the afternoon that gives students from either half of the day an option for involvement in music organizations, gymnastics, and some other elective courses.

V. GENERAL EVALUATION STATEMENT - WORK PROGRAM

1. What are considered to be the strengths of the work program?

Some graduates are able to obtain excellent jobs at college based on recommendations from academy employment experience. A few others may go directly into full-time employment following graduation, aided by their academy work experience which has provided a solid employment background and references.

2. Describe areas of concern regarding the work program.

Split class schedules make employment difficult if not impossible for some students because of a fragmented time schedule and limited availability of work hours.

3. Give examples of how the work program is achieving the goals listed on page 141 or the school's philosophy and objectives.

Frequently students who, at best, are marginal workers during their first year or two at the Academy have developed into capable, responsible, well-thought-of workers and in some cases become lead persons or student supervisors by their junior or senior year.

4. Briefly describe any long-range plans you have for your work program.

To be able to provide employment opportunities for all students at the beginning of each school year which will keep the students gainfully employed throughout the year

WITNESSING/SERVICE

I. INTRODUCTORY STATEMENT

Since Seventh-day Adventist education places special emphasis on social and spiritual responsibility, the practice of service for others must be a part of each student's education. Witnessing/Service experiences should be designed to elevate practice to a level with theory and to enhance positive interpersonal relationships.

II. INSTRUCTIONAL GOALS

List the goals for Witnessing/Service as approved by the school's curriculum committee or faculty.

Each student will be involved in a witnessing activity at least once a quarter.

III. CRITERIA STATEMENTS - WITNESSING/SERVICE

The following criteria provide a basis for evaluating the witnessing/service program. Indicate the practice of the school by placing a check on the line under the appropriate term.

Explanation of terms in the rating scale:

| | |
|-----------|--|
| Never | -Not implemented |
| Seldom | -Infrequently or rarely the practice |
| Often | -Frequently but not the usual practice |
| Regularly | -Usual practice |

| | Never | Seldom | Often | Regularly |
|--|-------|--------|-------|-----------|
| 1. Objectives are clearly stated and relate directly to the goals for witnessing/service. | — | — | — | X |
| 2. Objectives of the witnessing/service program are clearly presented to the students in the appropriate classes. | — | — | — | X |
| 3. The witnessing/service activities give consideration to the needs, abilities and interests of students. | — | — | — | X |
| 4. Efforts are made to create a climate and environment in the classroom that encourages students to be of help to others. | — | — | — | X |
| 5. Witnessing and/or service activities are an integral part of curriculum. | — | X | — | — |
| 6. Efforts are directed toward projecting a positive Christian image of the school in the local community. | — | — | X | — |
| 7. Opportunities are provided for students to develop habits of courtesy, refinement and self-control as intrinsic behavior of a Christian. | — | — | X | — |
| 8. The program provides opportunities for students to manifest the essence of their witness by exhibiting Christian courtesy, refinement and self-control. | — | — | X | — |
| 9. The school schedule makes provision for both in-and-out-of-school service activities. | — | X | — | — |
| 10. Witnessing/service activities provide carry-over opportunities for evenings, weekends, and summer. | X | — | — | — |
| 11. Provision is made in the instructional program to prepare students for witnessing/service experiences. | — | X | — | — |
| 12. Resource people and other volunteers are utilized in the witnessing/service activities. | — | X | — | — |
| 13. Witnessing/service activities are coordinated with the outreach programs of the church. | — | — | X | — |

14. A variety of witnessing/service activities are provided to meet the varied interests and ability levels of students.
15. The witnessing/service activities make provision for student growth and development in ability to witness.
16. Instruction and laboratory experiences are provided prior to making public contacts.
14. The staff has a plan for periodical review and evaluation of the witnessing/service program.
15. Give the percentage of students participating in the witnessing/service activities 75%.

| Never | Seldom | Often | Regularly |
|-------|--------|-------|----------------------------------|
| — | — | x | <input checked="" type="radio"/> |
| — | x | — | — |
| — | x | — | — |
| — | x | — | — |
| — | — | — | — |

IV. PARTICIPATION IN WITNESSING/SERVICE ACTIVITIES

Participation in activities such as the following are an integral part of the witnessing/service program.

Check those which are used in the school. Indicate the frequency of participation by students in each program by placing a check on the line under the appropriate term.

Explanation of terms in the rating scale:

| | |
|-----------|--|
| Never | -Not implemented |
| Seldom | -Infrequently or rarely the practice |
| Often | -Frequently but not the usual practice |
| Regularly | -Usual practice |

| Never | Seldom | Often | Regularly |
|-------|--------|-------|-----------|
|-------|--------|-------|-----------|

A. CHURCH AND SCHOOL-ORIENTED ACTIVITIES

| | | | | |
|--|-------------------------------------|-------------------------------------|---|-------------------------------------|
| <input checked="" type="checkbox"/> Worship | — | — | — | <input checked="" type="checkbox"/> |
| <input type="checkbox"/> Chapel | — | — | — | — |
| <input checked="" type="checkbox"/> Baptismal classes | <input checked="" type="checkbox"/> | — | — | — |
| <input checked="" type="checkbox"/> Student Week of Prayer | — | — | — | <input checked="" type="checkbox"/> |
| <input type="checkbox"/> Foreign mission projects | — | — | — | — |
| <input checked="" type="checkbox"/> Bible studies | — | <input checked="" type="checkbox"/> | — | — |
| <input type="checkbox"/> Evangelistic meetings | — | — | — | — |
| <input checked="" type="checkbox"/> Music programs (church and community) | — | — | — | <input checked="" type="checkbox"/> |
| <input checked="" type="checkbox"/> Construction (building or remodeling churches) | — | <input checked="" type="checkbox"/> | — | — |
| <input type="checkbox"/> Literature Evangelism and/or distribution | — | — | — | — |
| <input type="checkbox"/> Personal counseling | — | — | — | — |
| <input type="checkbox"/> Fair booths | — | — | — | — |
| <input checked="" type="checkbox"/> Maranatha activities | — | <input checked="" type="checkbox"/> | — | — |
| <input type="checkbox"/> Adventist Youth for Better Living (AYBL) | — | — | — | — |
| <input type="checkbox"/> (Other) | — | — | — | — |

B. COMMUNITY SERVICE ACTIVITIES

The following categories identify broad areas of community service activities. Select the categories in which the faculty and students have been involved, and then list and briefly describe the specific activities.

1. Community improvement projects.

2. Welfare assistance activities.

Assist in street ministry
Collections of food for Christmas baskets

3. Music or variety programs for the community.

Christmas concert at malls
Program for Rotary Club

4. Visitation activities.

5. Tutorial involvement.

6. Community service drives.

7. Patriotic/civic activities.

8. Disaster and relief assistance.

9. Campus improvement projects.

Campaign for : student center
new church building

10. Community health outreach activities.

5-day stop smoking
cooking schools
assist with health

11. Other

Ingathering

V. **GENERAL EVALUATION STATEMENTS - WITNESSING/SERVICE**

1. What do you consider the strengths of your Witnessing/Service program?

variety of activities

2. Describe areas of concern you may have regarding your Witnessing/Service program.

Lack of coordinators to direct the program at this point in time.

3. Give at least one example of how your Witnessing/Service program is achieving the goals listed on page 146 or the school's philosophy and objectives.

4. Describe briefly any long-range plans you have for your Witnessing/Service program.

A possibility for a task force worker to head up this program.

5. List additional materials you would consider useful for enriching your Witnessing/Service program.

GUIDANCE AND STUDENT FOLLOW-UP STUDIES

List the guidance department personnel and supply the information requested.

Staff Load

| Staff | Denominational Endorsement (Yes or No) | Schedule of hours for Guidance | Additional Assignments |
|---------------------------|--|--------------------------------------|--|
| 1. <u>John F. Gatchet</u> | yes | 6 hrs./ day | Learning Resource Center Director Bible 1 Section of God's Church |
| 2. _____ | | | |

Provide information for each staff member on professional growth, inservice activities for the last three years and the current memberships in professional organizations.

Professional Activities

| Staff | Professional Growth, In-Service | Professional Memberships |
|---------------------------|---|--|
| 1. <u>John F. Gatchet</u> | NPUC Media Center Workshop April 1985 Guidance Counselor Work- shop WWC 1983, 84, 85 NPUC Curriculum Committee 1983, 84 NPUC Social Studies Work- shop 1983 Computer Class WWC 1983 2 credits-spring qtr. Computer Class LAA 1984 NPUC Teachers Convention 1983 Washington Conference Hope Retreat 1985 | Adventist Student Personnel Association American Association for Counseling and Development Association of SDA Educators |

GUIDANCE AND STUDENT FOLLOW-UP STUDIES

I. INTRODUCTORY STATEMENT

The guidance program is designed to assist the student in making major life decisions based on a Seventh-day Adventist Christian philosophy. The complexity, multiplicity and depth of the personal, emotional, physical, and spiritual challenges that high school students face make it imperative that committed Seventh-day Adventist Christian adults work closely with them.

The student follow-up studies are designed to provide information about the school's graduates and former students that will assist in determining the school program effectiveness.

II. GUIDANCE DEPARTMENT GOALS

List the goals for the guidance department as approved by the faculty.

GUIDANCE AND STUDENT FOLLOW-UP STUDIES

I. INTRODUCTORY STATEMENT

The guidance program is designed to assist the student in making major life decisions based on a Seventh-day Adventist Christian philosophy. The complexity, multiplicity and depth of the personal, emotional, physical, and spiritual challenges that high school students face make it imperative that committed Seventh-day Adventist Christian adults work closely with them.

The student follow-up studies are designed to provide information about the school's graduates and former students that will assist in determining the school program effectiveness.

II. GUIDANCE DEPARTMENT GOALS

List the goals for the guidance department as approved by the faculty.

1. Integrate and coordinate the Guidance Service with the Pupil Personnel Services and Program.
2. Plan programs of in-service training in guidance for the counseling and teaching staff; provide professional books and materials; plan workshops, study groups or clinics for parents or teachers; organize programs for interpreting guidance services to the community.
3. Provide and distribute material of an occupational and educational nature.
4. Make contact with and establish procedure for utilizing community resources in guidance activities: social agencies, scholarship sources, churches, business and industry, governmental agencies, schools and colleges.
5. Organize guidance, follow-up studies, and guidance program evaluation.
6. Submit reports on Guidance Program activities and progress, counseling, group work, information about the pupil, testing educational and occupational information, placement and follow-up.

7. The Auburn Adventist Academy Guidance and Counseling Program functions to assist all pupils in:
 - a. Assessing and understanding their abilities, aptitudes, interests and educational needs.
 - b. Increasing their understanding of educational and occupational opportunities and requirements.
 - c. Helping them make the best possible use of these opportunities through the formulation and achievement of realistic goals.
 - d. Helping pupils maintain normal personal-social adjustment.
 - e. Providing information useful to school staff members, parents and community in planning and evaluating the school's total program.
 - f. Laying before the students the help and power that are possible through a relationship with Jesus Christ.

III. CRITERIA STATEMENTS - GUIDANCE AND STUDENT FOLLOW-UP STUDIES

The following criteria provide a basis for evaluating your Guidance and Student Follow-up Studies program. Indicate your practice by placing a check on the line under the appropriate term.

Explanation of terms in the rating scale:

| | |
|-----------|---------------------------------------|
| Never | -Not implemented |
| Seldom | -Infrequently but rarely the practice |
| Often | -Frequently - most of the time |
| Regularly | -Usual practice |

| Never | Seldom | Often | Regularly |
|-------|--------|-------|-----------|
|-------|--------|-------|-----------|

A. Guidance Services

| | | | | |
|---|---|----------|----------|----------|
| 1. Guidance services emphasize moral and spiritual values that are in harmony with Seventh-day Adventist philosophy and belief. | — | — | <u>1</u> | <u>2</u> |
| 2. Guidance services are an integral part of the educational program. | — | — | <u>1</u> | <u>2</u> |
| 3. Administrators, guidance, instructional, and classified staff members regard the guidance services as a cooperative undertaking. | — | — | <u>3</u> | — |
| 4. Guidance services are planned to help students properly relate to their socioeconomic environment. | — | <u>1</u> | <u>1</u> | <u>1</u> |
| 5. Guidance services assist students to develop both immediate and long-range life plans. | — | — | <u>1</u> | <u>2</u> |
| 6. Guidance services encourage the student to develop a growing personal relationship with God. | — | — | <u>1</u> | <u>2</u> |
| 7. Guidance services help students become increasingly self-motivated and self-directed. | — | — | <u>1</u> | <u>2</u> |
| 8. Guidance services encourage the development of a positive Christian life style. | — | — | <u>1</u> | <u>2</u> |
| 9. Guidance services utilize a variety of resource materials and services to assist students in achieving worthwhile life goals. | — | <u>1</u> | <u>1</u> | <u>1</u> |
| 10. Counseling services are provided as an essential part of the guidance program. | — | — | — | <u>3</u> |
| 11. Guidance services assist new students in orientation to the school. | — | <u>3</u> | — | — |
| 12. Guidance services are available to all students. | — | — | <u>2</u> | <u>1</u> |
| 13. Guidance services utilize information from schools previously attended. | — | <u>1</u> | <u>1</u> | <u>1</u> |

| | Never | Seldom | Often | Regularly |
|---|-------|--------|-------|-----------|
| 14. Guidance information is available to prospective employers and to schools where students transfer. | — | — | 1 | 1 |
| 15. The Guidance Department cooperates with the administration to reduce student withdrawals and dropouts. | — | — | — | 3 |
| 16. There is adequate articulation and liaison with schools and colleges receiving transfer students and graduates. | — | — | — | 3 |
| 17. Guidance services assist students in making educational choices that are in harmony with their aptitude. | — | — | 3 | — |
| 18. Guidance services make use of test scores for: | | | | |
| a. Proper academic advisement | — | — | 2 | 1 |
| b. Structuring an instructional program geared to the needs of the individual student | — | 1 | 1 | 1 |
| c. Evaluation and review of the school's curriculum. | 1 | — | 2 | — |
| 19. Guidance services protect the student's right to privacy. | — | — | 2 | 1 |

B. Student Follow-up Studies

| | | | | |
|---|---|---|---|---|
| 1. The school conducts an annual student follow-up of graduates. | — | 1 | 1 | — |
| 2. The school conducts an annual follow-up of all students who withdraw prior to graduation. | 1 | 1 | — | — |
| 3. Data from the annual follow-up studies are used to evaluate the school's curriculum and program effectiveness. | 1 | 1 | — | — |
| 4. Efforts are made to provide continuing assistance to non-returning students. | 1 | 1 | — | — |
| 5. The data from the annual student follow-up studies are reported to the school board. | 1 | 1 | — | — |
| 6. The school board uses the student follow-up studies as a factor in planning the school program and formulating policy. | 2 | — | — | — |

IV. REPORT OF FOLLOW-UP STUDIES

1. Follow-up studies of graduates

Provide the data on the following chart in the years indicated.

| YEARS | TOTAL GRADUATES | CURRENT SDA CHURCH MEMBERS | NUMBER IN SDA WORK | GENERAL WORKFORCE INCLUDING HOMEOWNERS | POST-SECONDARY EDUCATION | | UNEEMPLOYED (NOT IN SCHOOL) |
|-------------|-----------------|----------------------------|--------------------|--|--------------------------|----------------|-----------------------------|
| | | | | | SDA SCHOOL | NON-SDA SCHOOL | |
| LAST YEAR | 98 | not available | 0 | 22 | 45 | 31 | 0 |
| 3 YEARS AGO | | | not | available | | | |
| 5 YEARS AGO | | | not | available | | | |

2. Briefly describe how the results obtained from the follow-up studies have been used.

The results of follow-up studies have been used in reporting data to Walla Walla College and in making reports as to percentages of graduates who have gone on to college.

V. GENERAL EVALUATION STATEMENTS - GUIDANCE AND STUDENT FOLLOW-UP STUDIES

1. What do you consider strengths of your Guidance and Student Follow-up program?

see page 158a

2. Describe the areas of concern you may have regarding your Guidance and Student Follow-up program.

see page 158a

3. Give at least one example each of how the Guidance program and the Student Follow-up is achieving the goals listed on page 154 or the school's philosophy and objectives.

see page 158a

4. Describe briefly any long-range plans you have for your Guidance program and Student Follow-up.

see page 158a

5. List additional materials you would consider useful for the Guidance program and Student Follow-up.

see page 158a

STUDENT ACTIVITIES

In the column indicated list the following:

1. Name of organization
2. Membership - The number of students involved in the organization
3. Name of Faculty Sponsor

| NAME OF ORGANIZATION | MEMBERSHIP | NAME OF FACULTY SPONSOR |
|----------------------|------------|---|
| ASB | 420 | Wentland, Gatchet, Beitzel, S. K. Igore |
| Casa Loma | 190 | Bushnell |
| ZK | 221 | Ready |
| 9th | 63 | Jaramio |
| 10th | 116 | Worley |
| 11th | 140 | W. Koehn, Gary Rittenbach |
| 12th | 120 | D. Withrow |
| Recr. Sports Program | 120 | Kilgore |
| CDC | 9 | C. Withrow |
| 4-Year Club | 40 | Miller |
| Model Aviation | 27 | T. Allen |
| MV | 420 | T. Allen |
| Ski Program | 155 | R. Willison |
| Archery | 4 | R. Freitas |
| | | |
| | | |
| | | |
| | | |
| | | |

STUDENT ACTIVITIES

I. INTRODUCTORY STATEMENT

In order to meet the needs and interests of students, the program includes school-sponsored student activities which are not structured differently than the course offerings. Such activities include the class organizations, the student association, student publications, recreational, special interest, and dormitory clubs, and witnessing activities not dealt with in other sections of this document.

Student activities are designed to help students develop a spirit of team work, provide opportunities for leadership training, and improve their skills in decision making. The activities should also facilitate student growth in social awareness and assist them to appreciate the value of proper money and time management.

Although these activities may be student directed they should be under the supervision of qualified school personnel and should be in harmony with the purpose of the school as (this purpose is) expressed in the school's philosophy and objectives.

From these activities students receive help in their physical, social, mental, and spiritual development as Christian citizens. The guiding thought in the planning and execution of these activities should be ". . . whatsoever ye do, do all to the glory of God." 1 Cor. 10:3.

II. STUDENT ACTIVITIES GOALS

List the goals for student activities as approved by the administration and staff.

To assist students in developing of leadership and responsibilities.

To allow students the opportunity to develop school spirit and co-operation.

To foster learning and growth in the areas of social, spiritual, and moral development.

To provide for the development of physical fitness, athletic skills and sportsmanship.

To provide opportunities for wholesome recreation and fellowship.

To provide experience in democratic processes.

V. GENERAL EVALUATION STATEMENTS - GUIDANCE AND STUDENT FOLLOW-UP STUDIES

1. What do you consider strengths of your Guidance and Student Follow-up program?

The foremost strength is a personal touch manifested by an interest and willingness to help individual students with dorm, academic, and social problems. In addition, the interpretation of test results and personal conferences with regard to test results has been important.

The very adequate career center has seen a great deal of student use this year. The addition of new pamphlets, books, and career biographies has greatly increased the value of the career center

The follow-up program's major strength is that a follow-up program has been initiated this year.

2. Describe the areas of concern you may have regarding your Guidance and Student Follow-up program.

In the Guidance program more could be done in the area of career education and guidance. Finding the time slots to offer more in the way of career education is a real problem.

Follow-up concerns are centered on gaining more usable data and at the same time, getting a better percentage of questionnaires returned.

3. Give at least one example each of how the Guidance program and the Student Follow-up is achieving the goals listed on page 154 of the school's philosophy and objectives.

The Guidance program has encouraged teachers to meet the learning needs of students as individuals, thus preparing them for their role as learners in society. Through personal and career counseling, we guide them as they find and prepare themselves as individuals.

4. Describe briefly and long-range plans you have for your Guidance program and Student Follow-up.

Long-range plans for Student Follow-up are to rewrite the questionnaire we use so that more complete and usable data is obtained. A higher percentage of successful contacts is another goal.

In the area of Guidance, more work in career education would be desirable.

5. List additional materials you would consider useful for the Guidance program and Student Follow-up.

One or more microcomputers for career education programs and record keeping in the office.

More current test materials and interest inventories would strengthen the program.

III. CRITERIA STATEMENTS - STUDENT ACTIVITIES

The following criteria provide a basis for evaluating your program. Indicate your practice by placing a check on the line under the appropriate term.

Explanation of terms in the rating scale:

| | |
|-----------|--|
| Never | -Not implemented |
| Seldom | -Infrequently but rarely the practice |
| Often | -Frequently but not the usual practice |
| Regularly | -Usual practice |

| | | | |
|-------|--------|-------|-----------|
| Never | Seldom | Often | Regularly |
|-------|--------|-------|-----------|

- | | | | | |
|---|----------|----------|----------|----------|
| 1. The student activities are planned in harmony with the philosophy and objectives of the school and are implemented according to denominational guidelines. | — | — | <u>1</u> | <u>9</u> |
| 2. The programs provided by the clubs and organizations satisfy the varied interests and needs of students. | — | — | <u>7</u> | <u>3</u> |
| 3. Student leaders for school organizations are selected/elected in accordance with guidelines that are clearly stated. | — | — | <u>3</u> | <u>7</u> |
| 4. Active support for the school activities program is shown by: | | | | |
| a. The administration | — | — | <u>1</u> | <u>9</u> |
| b. The staff | — | <u>1</u> | <u>3</u> | <u>6</u> |
| c. The students | — | — | <u>5</u> | <u>5</u> |
| 5. There is cooperation with student leaders by the administration, staff and students. | — | — | <u>4</u> | <u>6</u> |
| 6. Student involvement in the daily operation of the school program is encouraged. | — | <u>3</u> | <u>4</u> | <u>3</u> |
| 7. Activities planned by the student organizations provide: | | | | |
| a. Educational enrichment | <u>1</u> | <u>6</u> | <u>2</u> | <u>1</u> |
| b. Exposure for career opportunities | <u>1</u> | <u>9</u> | — | — |
| c. Opportunity to develop a hobby | <u>1</u> | <u>5</u> | <u>2</u> | <u>1</u> |
| 8. Student activities are coordinated so as to minimize conflicts in scheduling. | — | — | <u>5</u> | <u>5</u> |
| 9. Funds generated by or allocated to student organizations are maintained as a part of the accounting system of the school. | — | — | — | <u>9</u> |
| 10. Student activities are supervised during all phases from planning through implementation. | — | <u>1</u> | <u>3</u> | <u>6</u> |
| 11. The function and activities of each student organization are periodically evaluated. | <u>1</u> | <u>4</u> | <u>1</u> | <u>2</u> |

| | Never | Seldom | Often | Regularly |
|---|----------|----------|----------|-----------|
| 12. The activities of each student organization are planned so that the financial ability of students is not a criterion for participation. | — | <u>2</u> | <u>5</u> | <u>2</u> |
| 13. Some student organization activities are planned to provide opportunity for participation by parents and constituent members. | — | <u>3</u> | <u>5</u> | <u>2</u> |
| 14. Leadership of student activities involves the maximum number of students. | — | <u>2</u> | <u>6</u> | <u>2</u> |
| 15. Student activities attempt to develop a sense of loyalty to the school and to perpetuate worthwhile traditions. | — | <u>1</u> | <u>3</u> | <u>6</u> |
| 16. The content of student publications provides an accurate reflection of the philosophy and objectives of the school. | <u>1</u> | <u>1</u> | <u>5</u> | — |

1. It is felt that the strengths of the student activities program are as follows:
 - a. The responsibility and enthusiasm demonstrated by the student leaders.
 - b. The diversity of activities offered.
 - c. The number of students involved.
2. The following are perceived as areas of concern:
 - a. Lack of community involvement.
 - b. Lack of time in a busy master schedule.
 - c. Some inconsideration between student and/or home standards and school standards in the areas of recreation and social life.
 - d. Inbalance between full and lightly-structured Sabbath program and a very light Sunday Schedule.
 - e. Dwindling enthusiasm for dormitory clubs.
 - f. Lack of time in the daily schedule for activity sponserers and officers to meet.
4. There is a need for more effective long-range planning on the school activities calender so that schedule conflicts and intrusions into the instructional program can be minimized.

A weekly or bi-weekly time slot for leadership group meetings (sponserers and officers) as well as organization meeting should be provided in the schedule.

IV. GENERAL EVALUATION STATEMENTS - STUDENT ACTIVITIES

1. What do you consider the strengths of your student activities program?

See page 163a

2. Describe the areas of concern that you have regarding the student activities program of the school.

See Page 163a

3. Give at least one example of how the student activities program is achieving the goals listed on page 160 or the philosophy and objectives of the school.

By permitting each student to hold only one office at any given time, the number of office holders is maximized.

4. Describe briefly any plans you have for the improvement of the student activities program of the school.

See page 163a

5. List additional organizations that may be needed to meet the varied interests and needs of the student body.

Wilderness Club
Honor Society

STUDENT QUESTIONNAIRE
TABULATION OF RESPONSES

The following is a summary of the responses to the Student Questionnaire.

Date questionnaire was given 10/16/85.

Attendance by grade on that date:

Ninth 65 Tenth 120 Eleventh 147 Twelfth 121

Number of students completing the questionnaire:

Ninth 51 Tenth 73 Eleventh 100 Twelfth 78

Tabulation of Responses

| Number of Responses | Percent of Total |
|------------------------|---------------------|
|------------------------|---------------------|

1. Grade in School

| | |
|------------|-----------|
| <u>51</u> | <u>17</u> |
| <u>73</u> | <u>24</u> |
| <u>100</u> | <u>33</u> |
| <u>78</u> | <u>26</u> |

- a. Ninth
- b. Tenth
- c. Eleventh
- d. Twelfth

2. Sex

| | |
|------------|-----------|
| <u>135</u> | <u>45</u> |
| <u>167</u> | <u>55</u> |

- a. Male
- b. Female

3. What are your plans after high school? (Check one or more.)

| | |
|------------|-----------|
| <u>271</u> | <u>76</u> |
| <u>41</u> | <u>11</u> |
| <u>23</u> | <u>1</u> |
| <u>23</u> | <u>1</u> |

- a. To continue education/training
- b. To go to work
- c. To be married
- d. Don't know

4. Is a high school diploma important to you?

| | |
|------------|-----------|
| <u>293</u> | <u>96</u> |
| <u>8</u> | <u>1</u> |
| <u>5</u> | <u>2</u> |

- a. Yes
- b. No
- c. Don't know

Tabulation of Responses

| Number of Responses | Percent of Total |
|---------------------|------------------|
|---------------------|------------------|

| | |
|-----|----|
| 170 | 55 |
| 31 | 10 |
| 80 | 26 |
| 27 | 07 |

5. If your school allows for unscheduled or free time, do you believe the students use the time well?

a. Yes
b. No
c. Don't know
d. Does not apply

| | |
|-----|----|
| 58 | 16 |
| 287 | 79 |
| 20 | 05 |

6. How would you evaluate the spiritual activities program of the school?

a. Superior
b. Adequate
c. Inferior

| | |
|-----|----|
| 89 | 22 |
| 83 | 20 |
| 30 | 07 |
| 47 | 11 |
| 106 | 26 |
| 58 | 14 |

7. What do you consider to be the strengths of the spiritual activities program?

a. Wide variety of activities
b. Opportunities to participate frequently
c. Offers personal encouragement to students
d. Prepares me for witnessing
e. Provides opportunity for personal spiritual growth
f. Offers opportunity for leadership experience

| | |
|-----|----|
| 213 | 72 |
| 84 | 28 |

8. Does the spiritual activities program offer opportunity for critical thinking and personal decision making?

a. Yes
b. No

| | |
|-----|----|
| 45 | 14 |
| 202 | 65 |
| 64 | 21 |

9. How would you rate your participation in the school's spiritual activities program?

a. Actively involved
b. Moderately involved
c. Rarely involved

| | |
|-----|----|
| 27 | 09 |
| 170 | 57 |
| 63 | 21 |
| 26 | 09 |
| 11 | 04 |

10. Does your school program permit you to take the elective courses you desire?

a. Always
b. Usually
c. Sometimes
d. Seldom
e. Never

| | |
|-----|----|
| 10 | 03 |
| 236 | 73 |
| 77 | 24 |

11. Do you think the number of required subjects are:

a. Too few?
b. About right?
c. Too many?

Tabulation of Responses

| Number of Responses | Percent of Total |
|---------------------|------------------|
|---------------------|------------------|

12. Are you informed about electives which are available to you?

| | | |
|-----|----|--------------|
| 60 | 20 | a. Always |
| 130 | 42 | b. Usually |
| 65 | 21 | c. Sometimes |
| 39 | 13 | d. Seldom |
| 12 | 04 | e. Never |

13. Should more courses be offered to help you prepare for an occupation?

| | | |
|-----|----|---------------|
| 198 | 64 | a. Yes |
| 36 | 12 | b. No |
| 75 | 24 | c. No opinion |

14. Are spiritual values emphasized in each of your courses (math, English, science, etc.)?

| | | |
|-----|----|--------------|
| 30 | 10 | a. Always |
| 104 | 24 | b. Usually |
| 110 | 36 | c. Sometimes |
| 51 | 17 | d. Seldom |
| 14 | 05 | e. Never |

15. Does your Bible/Religion course help you to clarify and develop personal values based on Biblical principles?

| | | |
|-----|----|--------------|
| 114 | 38 | a. Always |
| 127 | 42 | b. Usually |
| 40 | 13 | c. Sometimes |
| 17 | 06 | d. Seldom |
| 5 | 02 | e. Never |

16. Is your Bible/Religion course helping you to develop a personal relationship with Christ?

| | | |
|-----|----|---------------|
| 195 | 64 | a. Yes |
| 50 | 16 | b. No |
| 61 | 20 | c. Don't know |

17. Indicate vocational-type courses (courses which will prepare you for a job upon graduation) you would take:

| | | |
|-----|----|--|
| 57 | 17 | a. Industrial education |
| 172 | 50 | b. Business education |
| 12 | 03 | c. Agricultural education |
| 47 | 14 | d. Home arts and related subjects |
| 55 | 16 | e. I would not take vocational courses |

Tabulation of Responses

| Number of Responses | Percent of Total |
|---------------------|------------------|
|---------------------|------------------|

| | |
|------------|-----------|
| <u>108</u> | <u>30</u> |
| <u>219</u> | <u>62</u> |
| <u>24</u> | <u>07</u> |
| <u>7</u> | <u>02</u> |

18. Which of the following best describes your impression of the teaching ability of your teachers?

- They are well prepared to teach
- Most are well prepared to teach
- Few are well prepared to teach
- Don't know

19. Do teachers treat students with respect and help them whenever possible?

- Most teachers do
- Some teachers do
- Few teachers do

| | |
|------------|-----------|
| <u>187</u> | <u>56</u> |
| <u>120</u> | <u>36</u> |
| <u>28</u> | <u>08</u> |

20. Have you noticed a trend for more student involvement in the development of the curriculum?

- Yes
- No
- Don't know

| | |
|------------|-----------|
| <u>68</u> | <u>19</u> |
| <u>103</u> | <u>30</u> |
| <u>178</u> | <u>51</u> |

21. Do the students have opportunity to suggest new courses which later might be added to the curriculum?

- Yes
- No
- Don't know

| | |
|------------|-----------|
| <u>72</u> | <u>19</u> |
| <u>131</u> | <u>35</u> |
| <u>169</u> | <u>45</u> |

22. Has classroom instruction in drug abuse influenced your attitude toward drug use?

- Has influenced me against drug use
- Has had no influence on me
- Has influenced me in favor of drug use
- Have had no instruction

| | |
|------------|-----------|
| <u>96</u> | <u>27</u> |
| <u>84</u> | <u>24</u> |
| <u>9</u> | <u>03</u> |
| <u>164</u> | <u>46</u> |

23. Do you think that instructional materials used in your classes (textbooks, supplemental materials, maps, audio-visual aids, etc.) are:

- Completely adequate?
- Adequate?
- Inadequate?

| | |
|------------|-----------|
| <u>55</u> | <u>16</u> |
| <u>259</u> | <u>75</u> |
| <u>32</u> | <u>09</u> |

24. Are your teachers available to give individual help inside of class?

- Always
- Usually
- Sometimes
- Seldom
- Never

| | |
|------------|-----------|
| <u>33</u> | <u>13</u> |
| <u>155</u> | <u>60</u> |
| <u>100</u> | <u>39</u> |
| <u>46</u> | <u>18</u> |
| <u>13</u> | <u>05</u> |

Tabulation of Responses

| Number of Responses | Percent of Total |
|---------------------|------------------|
|---------------------|------------------|

25. Are your teachers available to give individual help outside of class?

| | |
|-----|----|
| 15 | 03 |
| 104 | 21 |
| 275 | 57 |
| 70 | 14 |
| 20 | 04 |

- a. Always
b. Usually
c. Sometimes
d. Seldom
e. Never

26. Would teacher aides (fellow students or adults) significantly improve your learning?

| | |
|-----|----|
| 143 | 41 |
| 69 | 20 |
| 137 | 39 |

- a. Yes
b. No
c. Not sure

27. Would you participate as a tutor or student aide if such a program were available?

| | |
|-----|----|
| 190 | 59 |
| 151 | 44 |

- a. Yes
b. No

28. Do your teachers have clearly defined instructional objectives for each course?

| | |
|-----|----|
| 199 | 59 |
| 44 | 13 |
| 97 | 29 |

- a. Yes
b. No
c. Don't know

29. Do your teachers keep you aware of the instructional objectives for each course throughout the year?

| | |
|-----|----|
| 40 | 12 |
| 166 | 49 |
| 97 | 29 |
| 21 | 06 |
| 12 | 04 |

- a. Always
b. Usually
c. Sometimes
d. Seldom
e. Never

30. Are the instructional objectives used as a basis for evaluating (testing) what you have learned in a unit, a section, or the course?

| | |
|-----|----|
| 46 | 14 |
| 178 | 53 |
| 82 | 25 |
| 19 | 07 |
| 9 | 03 |

- a. Always
b. Usually
c. Sometimes
d. Seldom
e. Never

Tabulation of Responses

| Number of Responses | Percent of Total |
|---------------------|------------------|
|---------------------|------------------|

| | |
|-----|----|
| 85 | 28 |
| 132 | 44 |
| 59 | 20 |
| 15 | 05 |
| 9 | 03 |

31. Do teachers clearly explain their grading system?

- a. Always
- b. Usually
- c. Sometimes
- d. Seldom
- e. Never

32. Does your classroom behavior affect your grades?

| | |
|----|----|
| 46 | 20 |
| 76 | 32 |
| 60 | 26 |
| 30 | 13 |
| 22 | 09 |

- a. Always
- b. Usually
- c. Sometimes
- d. Seldom
- e. Never

33. Are your grades an accurate indicator of what or how much you have learned?

| | |
|----|----|
| 21 | 09 |
| 93 | 38 |
| 86 | 35 |
| 33 | 14 |
| 11 | 05 |

- a. Always
- b. Usually
- c. Sometimes
- d. Seldom
- e. Never

34. Is your school's work experience program directly related to the instructional program?

| | |
|----|----|
| 67 | 27 |
| 81 | 23 |
| 99 | 40 |

- a. Yes
- b. No
- c. Don't know

35. Does the work program of the school provide opportunity for students to experience a variety of work experience opportunities?

| | |
|-----|----|
| 125 | 56 |
| 69 | 31 |
| 31 | 14 |

- a. Yes
- b. No
- c. Don't know

Tabulation of Responses

| Number of Responses | Percent of Total |
|---------------------|------------------|
|---------------------|------------------|

36. Which of the following statements best describes the relationship between the school administration and the students?

| | |
|----|----|
| 53 | 23 |
|----|----|

a. The administrator supports the students and recognizes the value of their role in planning and organizing programs.

| | |
|----|----|
| 40 | 18 |
|----|----|

b. Most administrators permit students to conduct projects and activities but give little personal support.

| | |
|----|----|
| 44 | 19 |
|----|----|

c. Most administrators seem to oppose giving students a meaningful role in the school.

| | |
|----|----|
| 47 | 21 |
|----|----|

d. Don't know any administrators well enough to make a judgment.

| | |
|----|----|
| 42 | 19 |
|----|----|

e. No opinion.

37. Do you like your school's general appearance (cleanliness, landscaping, litter, maintenance, etc.)?

| | |
|-----|----|
| 233 | 80 |
|-----|----|

a. Yes

| | |
|----|----|
| 69 | 24 |
|----|----|

b. No

38. Do you believe vandalism in your school is a serious problem?

| | |
|----|----|
| 50 | 16 |
|----|----|

a. Yes

| | |
|-----|----|
| 209 | 68 |
|-----|----|

b. No

| | |
|----|----|
| 47 | 15 |
|----|----|

c. Don't know

39. Is the loss of personal property through theft a serious problem at your school?

| | |
|----|----|
| 96 | 31 |
|----|----|

a. Yes

| | |
|-----|----|
| 130 | 42 |
|-----|----|

b. No

| | |
|----|----|
| 80 | 26 |
|----|----|

c. Don't know

40. Do you believe student influence can be used to reduce vandalism, theft and litter?

| | |
|-----|----|
| 234 | 76 |
|-----|----|

a. Yes

| | |
|----|----|
| 34 | 11 |
|----|----|

b. No

| | |
|----|----|
| 40 | 13 |
|----|----|

c. Don't know

41. Is there more student involvement in policies governing students than last year?

| | |
|----|----|
| 58 | 19 |
|----|----|

a. Yes

| | |
|----|----|
| 70 | 23 |
|----|----|

b. No

| | |
|-----|----|
| 180 | 58 |
|-----|----|

c. Don't know

42. Are you satisfied with the existing policy on student dress and grooming?

| | |
|-----|----|
| 162 | 53 |
|-----|----|

a. Yes

| | |
|-----|----|
| 143 | 47 |
|-----|----|

b. No

Tabulation of Responses

Number of
Responses

Percent
of Total

43. Do you believe the physical education program is:

60
201
41

20
67
14

- a. Superior
- b. Adequate
- c. Inferior

44. Are drugs and alcohol a problem on your campus?

57
217
52

14
54
12

- a. Yes
- b. No
- c. Don't know

45. How do you rate your school assembly/chapel program?

265
102
52

63
24
12

- a. Good
- b. Bad
- c. Don't attend

46. From which of the following do you receive information about your school? (Check one or more.)

155
102

38
25

- a. Student newspaper
- b. Daily announcements (bulletins, public address system, etc.)
- c. Teachers, counselors
- d. Student body representatives
- e. Friends

27
127

07
31

47. Have you been given assistance in planning your program of classes?

206
96
77

54
25
20

- a. Yes
- b. No
- c. Not needed

48. From whom did you get assistance?

192
58
84
43
59

44
13
19
10
14

- a. Parents or other adults
- b. Teachers
- c. Other students
- d. Counselors
- e. No one

49. Can you usually see your counselor:

55
88
35
15
190

14
23
09
04
03

- a. On the same day?
- b. On the next day?
- c. Within two or three days?
- d. Within a week?
- e. Don't know

Tabulation of Responses

Number of Responses Percent of Total

50. Which of the following would make your counseling service more effective? (Check one or more.)

| | |
|-----|----|
| 118 | 34 |
| 73 | 21 |
| 71 | 33 |
| 33 | 09 |
| 56 | 16 |

- a. Better access to my counselor
- b. Counseling privacy and confidentiality
- c. Counselors with special knowledge in certain fields
- d. More group counseling
- e. Give teachers more counseling time

51. Have you made use of vocational guidance materials and counseling through the career center and/or the guidance office?

| | |
|-----|----|
| 67 | 21 |
| 161 | 50 |
| 97 | 30 |

- a. Yes
- b. No
- c. Don't know

52. How do you rate the registration procedures at the start of the school year and/or at mid-term?

| | |
|-----|----|
| 128 | 38 |
| 154 | 45 |
| 57 | 18 |

- a. Good
- b. Fair
- c. Poor

53. How would you rate the orientation you received when you entered high school/academy?

| | |
|-----|----|
| 130 | 40 |
| 152 | 46 |
| 47 | 14 |

- a. Good
- b. Fair
- c. Poor

54. Is there an orientation for students who enter after the school year is under way?

| | |
|-----|----|
| 57 | 17 |
| 87 | 26 |
| 185 | 56 |

- a. Yes
- b. No
- c. Don't know

55. How do you rate the attendance policies?

| | |
|-----|----|
| 104 | 32 |
| 142 | 43 |
| 83 | 25 |

- a. Good
- b. Fair
- c. Poor

56. Can you get to see the nurse within a reasonable length of time?

| | |
|-----|----|
| 61 | 19 |
| 84 | 26 |
| 136 | 42 |
| 49 | 12 |

- a. Usually
- b. Sometimes
- c. Seldom
- d. Don't know

Tabulation of Responses

Number of Responses Percent of Total

| | |
|-----|----|
| 73 | 24 |
| 166 | 54 |
| 66 | 22 |

57. How do you think your school library/media center meets student needs?

- a. Very well
- b. Adequately
- c. Inadequately

| | |
|-----|----|
| 208 | 64 |
| 54 | 17 |
| 18 | 6 |
| 43 | 13 |

58. How could your library/media center be improved? (Circle one or more.)

- a. More resource materials: tapes, records, films, books, audio-visual equipment
- b. More furniture and facilities
- c. More librarians or aides
- d. More instruction in use of library/media center materials and equipment

| | |
|-----|----|
| 59 | 16 |
| 119 | 33 |
| 54 | 15 |
| 103 | 29 |
| 7 | 2 |
| 19 | 5 |

59. Which of the following characterizes your school food service or cafeteria? (Circle one or more.)

- a. Food quality is nutritious
- b. Food quality is poor
- c. Prices are too high
- d. Wider selection of food would help
- e. Prices are reasonable
- f. Do not usually use the food services

| | |
|-----|----|
| 40 | 13 |
| 141 | 46 |
| 126 | 41 |

60. Is there a provision for student participation in resolving cafeteria problems?

- a. Yes
- b. No
- c. Don't know

| | |
|-----|----|
| 211 | 68 |
| 55 | 18 |
| 24 | 8 |
| 43 | 13 |
| 19 | 5 |

61. In your school can all students participate in athletics?

- a. All who want to can
- b. A large number of students can participate
- c. Boys have a greater opportunity
- d. Girls have a greater opportunity
- e. Only a few have the opportunity

| | |
|-----|----|
| 112 | 41 |
| 33 | 12 |
| 64 | 24 |
| 12 | 4 |
| 49 | 18 |

62. If students cannot participate in athletics, what are the most likely reasons? (Circle one or more.)

- a. Not enough teams for the number trying out
- b. Rules are too strict
- c. Transportation problems prohibit some
- d. Too expensive
- e. Coed participation is not permitted in all events

Tabulation of Responses

| Number of Responses | Percent of Total |
|---------------------|------------------|
|---------------------|------------------|

63. How do you rate your school club program?

| | | |
|-----|----|-------------|
| 53 | 18 | a. Superior |
| 197 | 65 | b. Adequate |
| 51 | 17 | c. Inferior |

64. How do you rate your student body organization?

| | | |
|-----|----|-------------|
| 82 | 27 | a. Superior |
| 192 | 63 | b. Adequate |
| 30 | 10 | c. Inferior |

65. What do you think about student government in your school?

| | | |
|----|----|----------------|
| 69 | 34 | a. Effective |
| 57 | 28 | b. Ineffective |
| 76 | 38 | c. Don't know |

66. Do student body elective procedures result in the election of persons who do a good job?

| | | |
|-----|----|-------------------|
| 98 | 32 | a. Usually |
| 108 | 36 | b. To some extent |
| 26 | 09 | c. Not often |
| 70 | 23 | d. Don't know |

67. Does your school encourage student participation in community services (candy strippers in hospitals, pre-schools, Pathfinders, Sabbath School, teacher aides, etc.)?

| | | |
|-----|----|--------|
| 129 | 44 | a. Yes |
| 166 | 56 | b. No |

68. Have you been a volunteer in a community project?

| | | |
|-----|----|--------|
| 142 | 47 | a. Yes |
| 160 | 53 | b. No |

69. Taking everything into consideration, how would you rate your school?

| | | |
|-----|----|--|
| 150 | 40 | a. Our school is best |
| 141 | 38 | b. Our school is good |
| 36 | 10 | c. Our school is average |
| 18 | 05 | d. Our school is fair |
| 28 | 08 | e. I would rather go to another school |

STUDENT QUESTIONNAIRE

The purpose of this questionnaire is to obtain your opinion about the school and its program. You should respond to each item, giving your honest opinion. Record your responses by circling the letter to the right of the word or group of words that best describes your opinion or answer to that item.

1. Grade in school:

- a. Ninth b. Tenth c. Eleventh d. Twelfth

1. a b c d

2. Sex:

- a. Male b. Female

2. a b

3. What are your plans after high school? (circle one or more)

- a. To continue education/training
b. To go to work
c. To be married
d. Don't know

3. a b c d

4. Is a high school diploma important to you?

- a. Yes b. No c. Don't know

4. a b c

5. If your school allows for unscheduled or free time, do you believe the students use the time well?

- a. Yes b. No c. Don't know d. Does not apply

5. a b c d

SPIRITUAL ACTIVITIES

6. How would you evaluate the spiritual activities program of the school:

- a. Superior b. Adequate c. Inferior

6. a b c

7. What do you consider to be the strengths of the spiritual activities program?

- a. Wide variety of activities
b. Opportunities to participate frequently
c. Offers personal encouragement to students
d. Prepares me for witnessing
e. Provides opportunity for personal spiritual growth
f. Offers opportunity for leadership experience

7. a b c d e f

8. Does the spiritual activities program offer opportunity for critical thinking and personal decision making?

- a. Yes b. No

8. a b

9. How would you rate your participation in the school's spiritual activities program?

- a. Actively involved
- b. Moderately involved
- c. Rarely involved

9. a b c

INSTRUCTIONAL PROGRAM

10. Does your school program permit you to take the elective courses you desire?

- a. Always
- b. Usually
- c. Sometimes
- d. Seldom
- e. Never

10. a b c d e

11. Do you think the number of required subjects are:

- a. Too few?
- b. About right?
- c. Too many?

11. a b c

12. Are you informed about electives which are available to you?

- a. Always
- b. Usually
- c. Sometimes
- d. Seldom
- e. Never

12. a b c d e

13. Should more courses be offered to help prepare you for an occupation?

- a. Yes
- b. No
- c. No opinion

13. a b c

14. Are spiritual values emphasized in each of your courses (math, English, science, etc.)?

- a. Always
- b. Usually
- c. Sometimes
- d. Seldom
- e. Never

14. a b c d e

15. Does your Bible/Religion course help you to clarify and develop personal values based on Biblical principles?

- a. Always
- b. Usually
- c. Sometimes
- d. Seldom
- e. Never

15. a b c d e

16. Is your Bible/Religion course helping you to develop a personal relationship with Christ?

- a. Yes
- b. No
- c. Don't know

16. a b c

17. Indicate vocational-type courses (courses which will prepare you for a job upon graduation) you would take:

- a. Industrial education
- b. Business education
- c. Agricultural education
- d. Home arts and related subjects
- e. I would not take vocational courses

17. a b c d e

18. Which of the following best describes your impression of the teaching ability of your teachers?
- They are well prepared to teach
 - Most are well prepared to teach
 - Few are well prepared to teach
 - Don't know
18. a b c d
19. Do teachers treat students with respect and help them whenever possible?
- Most teachers do
 - Some teachers do
 - Few teachers do
19. a b c
20. Have you noticed a trend for more student involvement in the development of the curriculum?
- Yes
 - No
 - Don't know
20. a b c
21. Do the students have opportunity to suggest new courses which later might be added to the curriculum?
- Yes
 - No
 - Don't know
21. a b c
22. Has classroom instruction in drug abuse influenced your attitude toward drug use?
- Has influenced me against drug use
 - Has had no influence on me
 - Has influenced me in favor for drug use
 - Have had no instruction
22. a b c d
23. Do you think that instructional materials used in your classes (textbooks, supplemental materials, maps, audio-visual aids, etc.) are:
- Completely adequate?
 - Adequate?
 - Inadequate?
23. a b c
24. Are your teachers available to give individual help inside of class:
- Always
 - Usually
 - Sometimes
 - Seldom
 - Never
24. a b c d e
25. Are your teachers available to give individual help outside of class?
- Always
 - Usually
 - Sometimes
 - Seldom
 - Never
25. a b c d e
26. Would teacher aides (fellow students or adults) significantly improve your learning?
- Yes
 - No
 - Not sure
26. a b c
27. Would you participate as a tutor or student aide if such a program were available?
- Yes
 - No
27. a b

28. Do your teachers have clearly defined instructional objectives for each course?
a. Yes b. No c. Don't know 28. a b c
29. Do your teachers keep you aware of the instructional objectives for each course throughout the year?
a. Always b. Usually c. Sometimes d. Seldom e. Never 29. a b c d e
30. Are the instructional objectives used as a basis for evaluating (testing) what you have learned in a unit, a section or the course?
a. Always b. Usually c. Sometimes d. Seldom e. Never 30. a b c d e
31. Do teachers clearly explain their grading system?
a. Always b. Usually c. Sometimes d. Seldom e. Never 31. a b c d e
32. Does your classroom behavior affect your grades?
a. Always b. Usually c. Sometimes d. Seldom e. Never 32. a b c d e
33. Are your grades an accurate indicator of what or how much you have learned?
a. Always b. Usually c. Sometimes d. Seldom e. Never 33. a b c d e
34. Is your school's work experience program directly related to the instructional program?
a. Yes b. No c. Don't know 34. a b c
35. Does the work program of the school provide opportunity for students to experience a variety of work experience opportunities?
a. Yes b. No c. Don't know 35. a b c

ADMINISTRATIVE POLICY

36. Which of the following statements best describes the relationship between the school administration and the students?
a. The administrator supports the students and recognizes the value of their role in planning and organizing programs
b. Most administrators permit students to conduct projects and activities but give little personal support
c. Most administrators seem to oppose giving students a meaningful role in the school
d. Don't know any administrators well enough to make a judgment
e. No opinion 36. a b c d e

37. Do you like your school's general appearance (cleanliness, landscaping, litter, maintenance, etc.)?
- a. Yes b. No c. Don't know
38. Do you believe vandalism in your school is a serious problem?
- a. Yes b. No c. Don't know
39. Is the loss of personal property through theft a serious problem at your school?
- a. Yes b. No c. Don't know
40. Do you believe student influence can be used to reduce vandalism, theft and litter?
- a. Yes b. No c. Don't know
41. Is there more student involvement in policies governing students than last year?
- a. Yes b. No c. Don't know
42. Are you satisfied with the existing policy on student dress and grooming?
- a. Yes b. No
43. Do you believe the physical education program is:
- a. Superior b. Adequate c. Inferior
44. Are drugs and alcohol a problem on your campus?
- a. Yes b. No c. Don't know
45. How do you rate your school assembly/chapel program?
- a. Good b. Bad c. Don't attend
46. From which of the following do you receive information about your school? (Check one or more.)
- a. Student newspaper
b. Daily announcements (bulletins, public address system, etc.)
c. Teachers, counselors
d. Student body representatives
e. Friends
47. Have you been given assistance in planning your program of classes?
- a. Yes b. No c. Not needed

48. From whom did you get assistance?

- a. Parents or other adults
- b. Teachers
- c. Other students
- d. Counselors
- e. No one

48. a b c d e

49. Can you usually see your counselor:

- a. On the same day?
- b. On the next day?
- c. Within two or three days?
- d. Within a week?
- e. Don't know

49. a b c d e

50. Which of the following would make your counseling service more effective? (Check one or more.)

- a. Better access to my counselor
- b. Counseling privacy and confidentiality
- c. Counselors with special knowledge in certain fields
- d. More group counseling
- e. Give teachers more counseling time

50. a b c d e

51. Have you made use of vocational guidance materials and counseling through the Career Center and/or the Guidance Office?

- a. Yes
- b. No
- c. Don't know

51. a b c

52. How do you rate the registration procedures at the start of the school year and/or at mid-term?

- a. Good
- b. Fair
- c. Poor

52. a b c

53. How would you rate the orientation you received when you entered high school/academy?

- a. Good
- b. Fair
- c. Poor

53. a b c

54. Is there an orientation for students who enter after the school year is under way?

- a. Yes
- b. No
- c. Don't know

54. a b c

55. How do you rate the attendance policies?

- a. Good
- b. Fair
- c. Poor

55. a b c

56. Can you get to see the nurse within a reasonable length of time?

- a. Usually
- b. Sometimes
- c. Seldom
- d. Don't know

56. a b c d

FACILITIES

57. How do you think your school library/media center meets student needs?
- a. Very well b. Adequately c. Inadequately
58. How could your library/media center be improved? (Circle one or more.)
- a. More resource materials: tapes, records, films, books, audio-visual equipment
b. More furniture and facilities
c. More librarians or aides
d. More instruction in use of library/media center materials and equipment
59. Which of the following characterizes your school food service or cafeteria? (Circle one or more.)
- a. Food quality is nutritious
b. Food quality is poor
c. Prices are too high
d. Wider selection of food would help
e. Prices are reasonable
f. Do not usually use the food services
60. Is there a provision for student participation in resolving cafeteria problems?
- a. Yes b. No c. Don't know

57. a b c

58. a b c d

59. a b c d e f

60. a b c

COCURRICULAR

61. In your school can all students participate in athletics?
- a. All who want to can
b. A large number of students can participate
c. Boys have a greater opportunity
d. Girls have a greater opportunity
e. Only a few have the opportunity
62. If students cannot participate in athletics, what are the most likely reasons? (Circle one or more.)
- a. Not enough teams for the number trying out
b. Rules are too strict
c. Transportation problems prohibit some
d. Too expensive
e. Coed participation is not permitted in all events
63. How do you rate your school club program?
- a. Superior b. Adequate c. Inferior

61. a b c d e

62. a b c d e

63. a b c

64. How do you rate your student body organization?
a. Superior b. Adequate c. Inferior 64. a b c
65. What do you think about student government in your school?
a. Effective b. Ineffective c. Don't know 65. a b c
66. Do student body elective procedures result in the election of persons who do a good job?
a. Usually b. To some extent c. Not often d. Don't know 66. a b c d
67. Does your school encourage student participation in community service (candy strippers in hospitals, pre-schools, Pathfinders, Sabbath School, teacher aides, etc.)?
a. Yes b. No 67. a b
68. Have you been a volunteer in a community service project?
a. Yes b. No 68. a b
69. Taking everything into consideration, how would you rate your school?
a. Our school is best
b. Our school is good
c. Our school is average
d. Our school is fair
e. I would rather go to another school 69. a b c d e